DOCUMENT RESUME

ED 042 012 VT 011 209

AUTHOR Wilson, Jerusa C.; And Others
TITLE An Assessment of Technical Assistance and Training Needs in New Careers Projects Being Sponsored by the United States Training and Employment Service.
INSTITUTION University Research Corp., Washington, D.C.
SPONS AGENCY Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
PUB DATE Jul 69
NOTE 123p.
AVAILABLE FROM National Institute for New Careers, University Research Corporation, 4301 Connecticut Avenue, N.W., Washington, D.C. 20008 ($5.00)

EDRS PRICE EDRS Price MF-$0.50 HC-$6.25
DESCRIPTORS Career Opportunities, Educationally Disadvantaged, Employment Opportunities, *Federal Programs, *Job Development, On the Job Training, *Poverty Programs, *Program Effectiveness, Promotion (Occupational), *Unemployed
IDENTIFIERS *New Careers

ABSTRACT

The New Careers concept involves helping the disadvantaged to help themselves, by offering them entry level jobs with the opportunity for advancement to the professional level. A definite hierarchy is established according to tasks and educational requirements, and training is provided during the work day to provide the means for advancement. The purpose of this study of the strengths and weaknesses of the New Careers program is to permit more accurate determination of the program's needs by the Department of Labor. Major achievements of the program include: (1) high retention rate, (2) substantial salary gains by participants, (3) accuracy in reaching target population, (4) development of public services jobs, (5) assistance from institutions of higher education, with many participants receiving college credit, (6) success in developing career ladders, (7) participation of local employing agencies, and (8) favorable reactions by participants. However, some of the projects studied had problems in these areas, and in other areas, such as low entry-level salaries, lack of male enrollees, and insufficient training of both participants and staff. The report emphasized that the program is a demonstration project and should continue to be funded in order to reach its potential. (BH)

ED042012

U.S. DEPARTMENT OF HEALTH, EDUCATION
& WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

AN ASSESSMENT OF TECHNICAL ASSISTANCE AND TRAINING NEEDS IN NEW CAREERS PROJECTS BEING SPONSORED BY THE UNITED STATES TRAINING AND EMPLOYMENT SERVICE, MANPOWER ADMINISTRATION, U.S. DEPARTMENT OF LABOR

Prepared by:

Jerusa C. Wilson, Ph.D.
Jacob R. Fishman, M.D.
Lonnie E. Mitchell, Ph.D.

July 1969

National Institute for New Careers
University Research Corporation
4301 Connecticut Avenue, N.W.
Washington, D.C. 20008
(202) 244-9210

Arnold S. Trebach, LL.B., Ph.D., President, URC
Jacob R. Fishman, M.D., Chairman, Board of Directors, URC
Lonnie E. Mitchell, Ph.D., Director, National Institute for New Careers

This report was prepared under a contract with the Office of the Manpower Administrator, U.S. Department of Labor, under the authority of the Economic Opportunity Act. The Contractor undertaking such projects under Government sponsorship is encouraged to express his own judgment freely. Therefore, points of view or opinions stated in this document do not necessarily represent the official position or policy of the Department of Labor.

ACKNOWLEDGEMENTS

The authors wish to acknowledge the assistance of the following members of the staff in the preparation of this report:

Helen L. Abrams
James J. Pilgrim, Jr.
Leroy Jones
Samuel Danley
Campbell C. Johnson III
David Terrell
Hugh J. Johnson
Oscar Carter
Preston Torrence
Martin Berdit
Mrs. Grace Alexander
Mrs. Margo Green

PREFACE

Several months ago, the University Research Corporation (URC) was asked by a regional Labor Department official for certain information about New Careers projects within his region in order to give better direction to technical assistance efforts. Discussions with other regional and national Labor staff indicated that such information about other regions, as well, might be helpful.

Accordingly, staff set about to obtain this information so that its staff and the Labor Department personnel, with whom they worked, might have a better idea of the larger situation they were confronting daily.

The result is this report. It must be borne in mind that the data was gathered by technical assistance and training staff for technical assistance and training objectives. The technical assistance staff regularly reports on the status of New Careers projects visited and assisted. URC views this as a detailed, systematic technical assistance report. While the information that emerged may be useful in a program evaluation sense, the report is not an evaluation document. Information about the program status is vital to the effective implementation of technical assistance and training strategies. It is our belief, moreover, that the information on program status--on strengths and deficiencies--is sufficiently accurate to be used to assist the Department of Labor and our technical assistance program to realistically operate and modify the technical assistance and training program for New Careers projects.

Jacob R. Fishman, M.D.
Chairman, Board of Directors

Arnold S. Trebach, LL.B., Ph.D.
President

University Research Corporation

TABLE OF CONTENTS

Page

Introduction 1

Summary
   Major Progress 5
   Major Problems 8

Average Age of New Careers Projects 15

Number of New Careerists Involved and Level of Funding 17

Retention Level in New Careers Programs 31

Salary Pattern of New Careerists 35

Educational Status Before and During Enrollment 39

Job Level of Enrollees 41

Profile of New Careers Enrollees 43

The Development of New Careers Jobs and Career Ladders 47

Extent of Career Ladders Developed 49

Career Ladders for New Careers Job Clusters 51

Distribution of New Careerists Across Occupations 59

Training for New Careerists 65

Participation of Institutions of Higher Education in New Careers Programs 71

Employing Agency Participation in New Careers 75

Excerpts of Enrollee Reactions to the New Careers Program 83

Usage of Technical Assistance Resources 85

TABLE OF CONTENTS *(contd.)*

Page

Appendices 87

- Appendix I 89
- Appendix II 95
- Appendix III 97
- Appendix IV 99
- Appendix V 101
- Appendix VI 105
- Appendix VII 113
- Appendix VIII 137

INTRODUCTION

The New Careers Program was authorized by Congress in 1966 through amendments to the Economic Opportunity Act of 1964. It authorizes agreements with any state, local agency, or private organization to pay all or part of the cost of work-training, employment, and career development programs for unemployed and low-income persons. The programs are designed to improve the physical, social, economic, or cultural conditions of the community in fields including, but not limited to, health, education, welfare, neighborhood redevelopment, and public safety.

The amendments provide that such projects must be designed to (a) assist in developing entry-level employment opportunities in the human services, (b) provide maximum prospects for advancement and continued employment without federal assistance, and (c) be combined as necessary with education, training, counseling, and transportation assistance, and such other supportive services as may be needed to assure the entry into full-time and permanent employment and careers.

The New Careers Program was designed to demonstrate the effectiveness of a combined effort at training, employment, related education, and career development for the unemployed and underemployed as sub- or paraprofessionals in the human services. It was based largely on the result of a number of similar experiments in various parts of the country. In addition to basic employment, career development, and antipoverty goals, the program was seen as an important contribution to meeting the widespread shortage of skilled manpower in the human service area (e.g., health, education, and public safety), and to the needed improvement and experience of such services--particularly in poverty areas.

It was postulated at the outset that:

1. Since there was both an acute need for manpower and for various subprofessional roles in these fields, meaningful jobs could be developed
2. The disadvantaged could be motivated and trained to function effectively in these positions
3. Work, training, education, and realistic opportunities for advancement in a career for the future would have a uniquely effective holding and motivating power for the disadvantaged.

As a demonstration program, it was modestly funded and the first projects began in late spring 1967. There are currently more than one hundred projects in various stages of development involving a cumulative estimated total of more than 17,000 trainees.

During the past two years URC has been providing technical assistance to the program (currently five regions) under contract with the U.S. Department of Labor, including assistance to national office, regions, and local projects on program development, design, and implementation; training curriculum and training materials; and providing information services in areas relevant to project needs.

In order to assist us in assessing the impact of our services, the current and future need for the regional services being provided, and areas of necessary revision and concentraion, we have collected data relevant to these issues from a number of projects in our service areas.

This report will be both used by us and submitted to the Department of Labor to assist in determining the progress and the training and technical assistance needs of the projects for which we have contractual obligations.

This report is not an evaluation of New Careers. Instead, it represents the efforts of our technical assistance and training staffs to obtain as representative a view as possible of as many aspects of the program as possible.

Only through the availability of such information can we optimize our immediate and long-term services to the projects.

The data and information presented here were obtained during the months February and March through regularly scheduled technical assistance and training visits to projects.

This report focuses primarily upon New Careers projects in Regions I-V. In these regions there are approximately 88 projects. Of these, we have obtained training and technical assistance needs information on 64 or 73 percent of the projects. Our information in many instances is representative of the New Careers projects in these regions. Some of the data refers to all regions, however.

SUMMARY

Major Progress

A number of major achievements are apparent in the New Careers Program to date:

1. The New Careers Program appears to have a very high retention rate. Our information from 53 projects representing nearly 10,000 New Careerists shows that the retention is 85 percent and that of the 15 percent who left the program, 8 percent did so for positive reasons, e.g., to secure other employment, to go into the Armed Forces, and to transfer to another component. Only 7 percent left for negative reasons, such as alcoholism and absenteeism.

2. The salary pattern of New Careerists shows substantial gains over their preprogram income in accordance with the goals of the program. Average annual salaries of Level I jobs are approximately $4,200, while average annual salaries of Level II jobs are approximately $4,500.

   Average income prior to enrollment in the New Careers Program for a sample of 18 cities was approximately $2,100 for those who were reported to be employed and approximately $1,900 for those who were reported to be receiving welfare only. Approximately two-thirds (61 percent) of those who entered the New Careers Program from these 18 cities were not employed or on welfare. Income during the program for enrollees from these same cities shows a significant increase for Level I and Level II jobs of $3,880 and $4,231 per year respectively.

3. Our findings indicate that a cumulative total of more than 17,000 New Careerists have been enrolled throughout the country and that nearly $70 million has been obligated.

4. The New Careers Program, as a national demonstration, is relatively young. The average operating life of projects first funded (1967) in sample cities is 12 months.

5. Most of the New Careerists (60 percent) are still at Level I jobs. This was expected since the first funded projects are little more than a year old on the average. However, significant movement up the career ladder is evident as 37 percent of the New Careerists in our sample of 26 cities are at Level II jobs and 3 percent are at Level III jobs.

6. The profile of New Careerists seems to match the description of the persons to whom many of our manpower development efforts are devoted. Seventy-eight percent are Negro and 20 percent are white, and the majority are between the ages of 22 and 44 years. Forty-eight percent had not completed high school when they entered the program. However, most New Careerists (80 percent) are females.

7. Projects have been able to develop a wide range of human and public service jobs. Health and education account for approximately two-thirds of the jobs, 34 percent and 32 percent respectively; law enforcement, 12 percent; and social service, recreation, and other human service jobs account for the remainder.

8. Projects have been able to obtain assistance in training and

education from institutions of higher education with great success. A sample of 32 projects shows that there are 40 participating institutions of higher education. Some projects are affiliated with more than one institution.

9. Approximately 40 percent of the New Careerists in our sample of 49 projects are receiving college credit, and another 15 percent are studying toward a college degree. An additional 25 percent are working on high school equivalency certificates.

10. Most projects in our study have developed career ladders for New Careerists. Eighty-eight percent in a sample of 39 projects have at least developed career ladder models for their beginning level jobs. Most projects seem to consider this process one of continuous development and evolution. The benefits from this attitude could be a major dividend for New Careers in subsequent years and could branch off into other community activities and opportunities.

11. The participation of employing agencies is a major achievement for the New Careers Program. Our finding is that an average of twelve different employing agencies per community are participating in New Careers projects. This average projected over slightly more than 100 different projects across the country provides an estimate of the extent of employing agency involvement in New Careers.

12. The reactions of enrollees to New Careers appears quite favorable. Common themes include: the ability to be financially independent; the promise of advancement; relevant training and education; and dignified work with direct importance and meaning to the enrollees.

13. URC has been receiving and responding to requests for assistance from projects at a rapidly increasing rate during the past year.

Major Problems--Beginning Assistance

1. Lack of Male Enrollees

The lack of male enrollees in New Careers represents a problem area which should receive immediate attention. Only about one out of five New Careerists is male. We have pointed out some of the factors we believe are responsible for the low participation level by males in the program but additional study is needed and systematic attempts should be made to improve this ratio, not only because of the obvious needs of unemployed and underemployed males but also because of the great potential value of male figures in many human service activities (e.g., education).

2. Inadequate Entry-Level Salaries

This is a problem for many enrollees in high living cost areas and is perhaps related to the small number of male enrollees discussed above. The entry-level salaries are described as still too low by many enrollees even though they may represent a significant increase over previous welfare payments, income from employment, or prior unemployed status.

3. Lack of Follow-Up

There appears to be a need for more follow-up with enrollees who have been permanently employed. There is a need to determine the progress of enrollees after the agency takes over full payment of salaries.

4. Greater Involvement by Local and State Civil Service Agencies

It would be extremely useful to New Careers if local, state, and federal civil service agencies were to give greater assistance to developing and certifying career ladders and their associated salary structure. While this has happened in some states for some preprofessional jobs in human services, there is not enough uniformity within and across states in career ladders and salaries for New Careerists. Within a given state, the same job often has different titles, a different number of steps toward a goal position, different educational and training requirements, and different salaries.

5. Greater Opportunities for Training

Relatively little money is being spent on training and educational support. We have found a willingness on the part of junior colleges, colleges, and universities to participate in the New Careers Program. There is a need for more structured training and educational opportunities for New Careerists to assist them in moving up the career ladders in a reasonable length of time and in achieving certification and accreditation. More emphasis should be placed on education and released time to take advantage of this.

6. Frequent Changes in Local Staff

The turnover rate of staff personnel at local projects appears to be high. Progress is often slowed because continuity lapses between departing and incoming staff personnel.

7. Transition to Permanent Positions

In many projects, arrangements for permanent positions funded entirely locally have not yet been worked out or realized. Thus, the transition from federal to local funding is not yet definite in spite of original letters of commitment and needs further development. Frequently insufficient staff time has been built into first year projects for this and other aspects of the job development function. The same problem of insufficient staff time has frequently been observed in training and education.

8. Career Ladders

Even though career ladders have been worked out and approved by agency executives, in many projects they still have not been built into the job structure, civil service and personnel system, staffing pattern, and budget planning of the potential employing agencies. Since the trainees have not yet reached the point of promotion to second and third levels, staff has postponed the task of making the position on the ladder real. This issue becomes urgent at the second year of funding, and requires a fair amount of skilled staff effort. It is much easier if sufficient job and career development staff are built in initially and thus adequate lead time is available for ladder development.

These above issues have been a particular problem where staff has been under heavy pressure due to insufficient personnel and thus have not had sufficient time to focus on the career development process.

9. Technical and Professional Associations

As a result of some of the same problems, insufficient attention has been paid to involving the local technical and professional associations and unions whose approval and cooperation are ultimately essential for the acceptance, certification, and career advancement of trainees in various fields.

10. Second-Year Funding

There is a charge that projects in response to numbers pressure tend to focus, for second-year funding, on a new cycle of trainees with a deemphasis on the continued and critical training, education, and career development of the group now in their second year.

11. Staff Training

In general, there have not been sufficient emphasis, time, and resources devoted to the training of the following:

- a. Job and career development staff
- b. Training and education staff
- c. On-the-job training and work supervisors in the employing agencies.

This problem has been compounded by frequent staff turnover.

12. Need for Continuity of Job Standards

Many different positions have been developed in the same field with different titles, training, and education standards but similar functions. This confusion and lack of standardized pattern impedes employee mobility from agency to agency and between communities. There is need for a national fabric of job standards and career development to facilitate mobility and acceptance of certification by national, professional, technical, and accrediting groups.

Technical Assistance and Training Needs

Data to date suggest that the New Careers Program has made significant progress toward its objectives. Some of its achievements have been striking. It is still in its early phases, however. The problems indicated above are real, and efforts must be maintained at assisting projects to optimum success.

The National Institute for New Careers of University Research Corporation has been providing assistance to project, regional, and national staff primarily through:

1. Technical assistance consultation
2. Training
3. Information services
4. Training and curriculum material.

There is significant evidence that these services, to the extent they are funded, have made a significant difference in the program. Although the requirements of projects for assistance are changing as they evolve and reach new stages, the need for assistance remains great. For example, in addition to the problems requiring assistance above--

- The turnover in personnel makes it necessary to provide ongoing staff training, and local projects need assistance in negotiating with employing agencies, local civil service and state merit systems, and colleges and universities.
- While colleges are willing to cooperate with New Careers projects for training, some do not willingly give degree credit to enrollees.

A continuous effort must be made to provide professional supervisors of enrollees in the jobs the necessary training in order to provide maximum support and sustaining power.

It should be emphasized that the New Careers Program is basically a demonstration, not tried before on this scale, and contains a number of components which contribute to the whole. Some of the critical components can only be evaluated over a two- to four-year period because they take time to both develop and test through enrollee participation. For example--

- Permanent jobs (enrollees will not be on full salaries until the third year of the project).
- Education, certification, and degree achievement potential will not be fully apparent until the third, fourth, and fifth year following the initiation of a local program.
- The career ladder takes time to develop and it will be three years before enrollees move up to the third or fourth step on the ladder and thus fully demonstrate the potential of the program for sustaining power, upward mobility, and career development for the poor.
- Long-term impact on income, mobility, behavior, and educational achievement cannot be meaningfully evaluated until the third to fifth year. The same is true for its potential impact on manpower needs and improvement of services.

Therefore, it is urged that this program be allowed to continue its development and that sufficient resources be provided to it in order to fully test its effectiveness and potential. If successful, its widespread

applicability for solving problems of employment, education, and manpower needs would be very great. If discontinued or not given adequate resources at this early point in its life--before there has been time to test and demonstrate its major elements--the value of the demonstration will be lost, a large part of the effort wasted, and full knowledge of its potential will never be realized.

THE AVERAGE AGE OF NEW CAREERS PROJECTS

It seems relevant to view technical assistance and training needs from the standpoint of the relative newness of the program. The first group of cities was funded in June 1967 and became operative approximately two months later.

As of March 1, 1969, our data, which represent 92 cities in all eight Labor Department regions in the country, indicate that the average age of New Careers projects in terms of initial funding dates was 12 months. The average time since New Careers projects became operative, that is, began phasing-in enrollees, was 10-1/2 months. This difference of 1-1/2 months represents the time needed by many projects to complete planning for the program before actually enrolling New Careerists. Table I below shows the results of this analysis. Appendix I lists the cities included in this report and their initial funding and initial operative dates and the time difference between these two sets of dates which represent project start-up time.

TABLE I

Average Life of New Careers Projects

Average Time Since Initial Funding	Average Time Since Project Became Operative	Difference Between Initial Funding Time and Time Since Project Became Operative
12 Months	10-1/2 Months	1-1/2 Months

In summary, New Careers as a national demonstration program is just under a year old on the average and is really in its early phases of experience. This is an important perspective against which to view experience, progress, problems, and the future.

NUMBER OF NEW CAREERISTS INVOLVED AND LEVEL OF FUNDING

Tables II and III below show our estimated number of New Careerists involved in projects since 1966. Figure 1 graphically depicts this same information. In order to arrive at a total estimate of the amount of money involved in funding New Careers projects, we have developed estimates based on the empirically determined relationship between number of slots funded and the amount funded. That is, we have computed the average cost per enrollee funded and used this figure ($4,200) to arrive at estimates of cost when only the number of slots is indicated and to arrive at the number of slots funded when only the amount funded is known. Estimated costs or slots funded for a particular city may have some slight error, but when averaged over projects, this error may be reduced in size. Our computed average per enrollee funding cost is approximately the same as that found for New Careers by the Manpower Administration. Caution should be exercised when viewing these data because they represent our best estimates during the months of February and March and are not completely accurate. The amount funded does not tell us how much money has been expended per enrollee. Available estimates place the amount expended at about 60 percent of the amount funded. Our estimates indicate that on a cumulative basis slightly more than 17,000 New Careerists have been funded. The corresponding amount funded on a cumulative basis is approximately $67 million. The estimated expenditure per enrollee of 60 percent would suggest that not much more than approximately $40 million has been expended for approximately 17,000 enrollees who have been funded or about $2,500 per enrollee. Phasing of enrollees into projects during a fiscal year and full payment of salaries to enrollees by employing agencies after a few months of initial training are some major reasons why expenditures have been below the funded level.

The sources of information for this table come primarily from our technical assistance and training needs records from cities in Regions I-V. This is especially true of the number of enrollees funded for year one and year two. Some of the information comes from the U.S. Department of Labor, Manpower Administration, National Summary, November 1968.

In some instances we have not been able to include estimates for some cities. The cities are Chicago, Illinois; East St. Louis and Kansas City, Missouri; Austin and Dallas, Texas; San Diego, California; Fairbanks and Juneau, Alaska; Olympia, Washington; and Jackson, Mississippi. The addition of these cities will, we are sure, yield an estimate greater than indicated for total number of New Careerists funded and for total amount funded.

TABLE II

Summary of Estimated Cumulative Number of New Careerists

Region	Cumulative Total Estimated Number of Enrollees Funded
I	1,314
II	4,231
III	4,709
IV	2,147
V	1,770
VI	605
VII	1,104
VIII	1,466
TOTAL	17,346

Figure 1

NEW CAREERS PROGRAM
SUMMARY OF ESTIMATED NO. OF ENROLLEES

92 PROJECTS
17.346 ENROLLEES

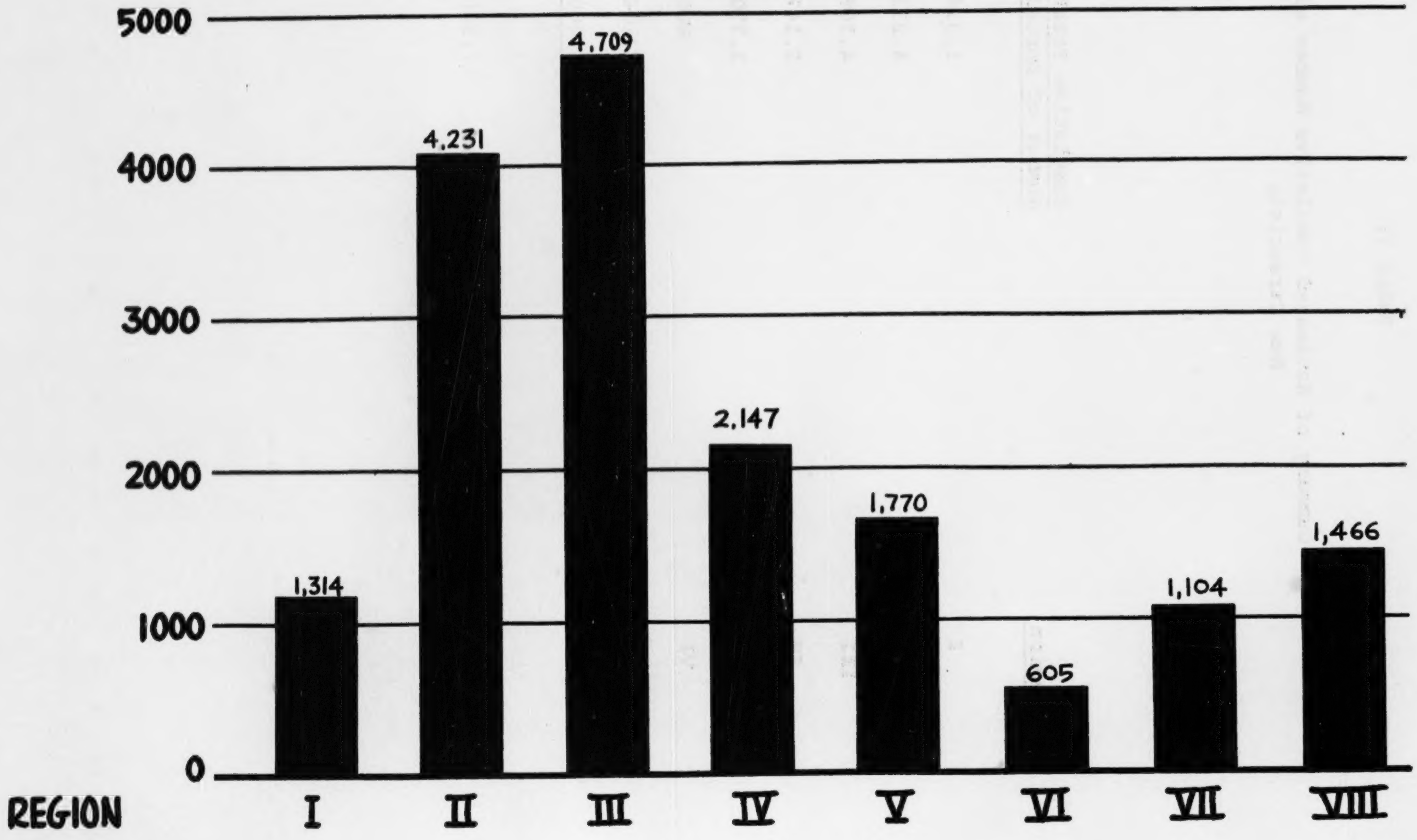


TABLE III

Estimated Cumulative Number of Enrollees

REGION I

City	Number Funded
New Haven, Conn.	56
Bridgeport, Conn.	75
Hartford, Conn.	130
Manchester, N.H.	140
Providence, R.I.	178
Burlington, Vt.	50
Portland, Maine	85
Boston, Mass.	400
Lowell, Mass.	75
New Bedford, Mass.	50
Springfield, Mass.	75
TOTAL	1,314

TABLE III *(contd.)*

Estimated Cumulative Number of Enrollees

REGION II

City	Number Funded
New York City, W.T.C.	320
New York City (N.Y.C.O.A.)	1222
New York City (S. Bronx)	1122
Buffalo, N.Y.	119
Rochester, N.Y.	143
Elizabeth, N.J.	23
Camden, N.J.	30
Paterson, N.J.	240
Newark, N.J.	497
Hoboken, N.J.	75
Trenton, N.J.	120
Puerto Rico (Hato Rey)	320
TOTAL	4,231

TABLE III *(contd.)*

Estimated Cumulative Number of Enrollees

REGION III

City	Number Funded
Baltimore, Md.	400
Philadelphia, Pa.	376
Pittsburgh, Pa.	340
Harrisburg, Pa.	725
Charlotte, N.C.	138
Winston-Salem, N.C.	231
Andrews, N.C.	47
Asheville, N.C.	115
Durham, N.C.	200
Edenton, N.C.	45
Elizabeth, N.C.	45
Greensboro, N.C.	40
Kinston, N.C.	46
New Bern, N.C.	40
Raleigh, N.C.	100
Southern Pines, N.C.	45
Newport News, Va.	160
Norfolk, Va.	125

TABLE III *(contd.)*

REGION III

City	Number Funded
Richmond, Va.	250
Roanoke, Va.	190
Washington, D.C.	483
Charleston, W. Va. (1)	190
Charleston, W. Va. (2)	250
Huntington, W. Va.	128
TOTAL	4,709

TABLE III *(contd.)*

Estimated Cumulative Number of Enrollees

REGION IV

City	Number Funded
Birmingham, Ala.	360
Huntsville, Ala.	75
Tampa, Fla.	81
Dade County, Fla.	330
Jacksonville, Fla.	100
Miami, Fla.	130
Atlanta, Ga.	450
Chattanooga, Tenn.	81
Nashville, Tenn.	140
Knoxville, Tenn.	200
Charleston, S.C.	200
TOTAL	2,147

TABLE III *(contd.)*

Estimated Cumulative Number of Enrollees

REGION V

City	Number Funded
Gary, Ind.	110
Detroit, Mich.	140
Minneapolis, Minn.	207
Worthington, Minn.	157
Duluth, Minn.	144
Dayton, Ohio	90
Cincinnati, Ohio	106
Cleveland, Ohio	410
Columbus, Ohio	306
Milwaukee, Wis.	100
TOTAL	1,770

TABLE III *(contd.)*

Estimated Cumulative Number of Enrollees

REGION VI

City	Number Funded
Omaha, Neb.	119
Des Moines, Iowa	80
Denver, Colo.	119
St. Louis, Mo.	237
St. Joseph, Mo.	25
Pine Ridge, S.D.	25
TOTAL	605

TABLE III *(contd.)*

Estimated Cumulative Number of Enrollees

REGION VII

City	Number Funded
Houston, Tex.	223
New Orleans, La.	237
San Antonio, Tex.	119
Texarkana, Ark.	118
Tulsa, Okla.	119
Waco, Tex.	80
Albuquerque, N.M.	208
TOTAL	1,104

TABLE III *(contd.)*

Estimated Cumulative Number of Enrollees

REGION VIII

City	Number Funded
Richmond, Calif.	80
Portland, Ore.	85
Los Angeles, Calif.	364
Oakland, Calif.	171
Phoenix, Ariz.	119
San Francisco, Calif.	249
Honolulu, Hawaii	119
Las Vegas, Nev.	80
Seattle, Wash.	119
Fresno, Calif.	80
TOTAL	1,466

RETENTION LEVEL IN NEW CAREERS PROGRAMS

The profile of New Careerists as they enter the program leaves little doubt that we are working with persons for whom the program was intended. An important question, then, is how well does the New Careers Program retain its enrollees? If enrollees leave the program, for what purpose do they leave? Does it appear that the ingredients of the program maximize the retention rate of enrollees?

Our findings can be described as positive in this area. The findings indicate that out of the 53 projects which consisted of nearly 10,000 enrollees and from which we had data, enrollee retention rate is 85 percent. Of the 15 percent who left the program, approximately 8 percent did so for positive reasons or for reasons over which they had no control. Reasons coded as positive included items such as "other employment," "drafted," "transferred to another component," etc. The retention rate in the New Careers Program, then, is thus dramatically high. However, the figures are quite comparable to the results of the first experimental project funded by the Department of Labor and the Department of Health, Education, and Welfare in 1965 at Howard University Institute for Youth Studies involving 200 participants over a two-year period.*

The high retention rate is one very important indication that the New Careers Program design is moving toward its intended goal, since 93 percent of the total sample of 9,390 enrollees stayed in the program or left for reasons considered positive, while only 7 percent of the total left for negative reasons such as alcoholism, absenteeism, insufficient money, inability to meet program requirements, police records, etc. Table IV and Figure 2 show the breakdowns in participation in New Careers.

---

*Fishman, Jacob R., et. al. New Careers for the Disadvantaged in Human Service: Report of a Social Experiment. Washington, D.C.: Institute for Youth Studies, Howard University, 1967.

TABLE IV

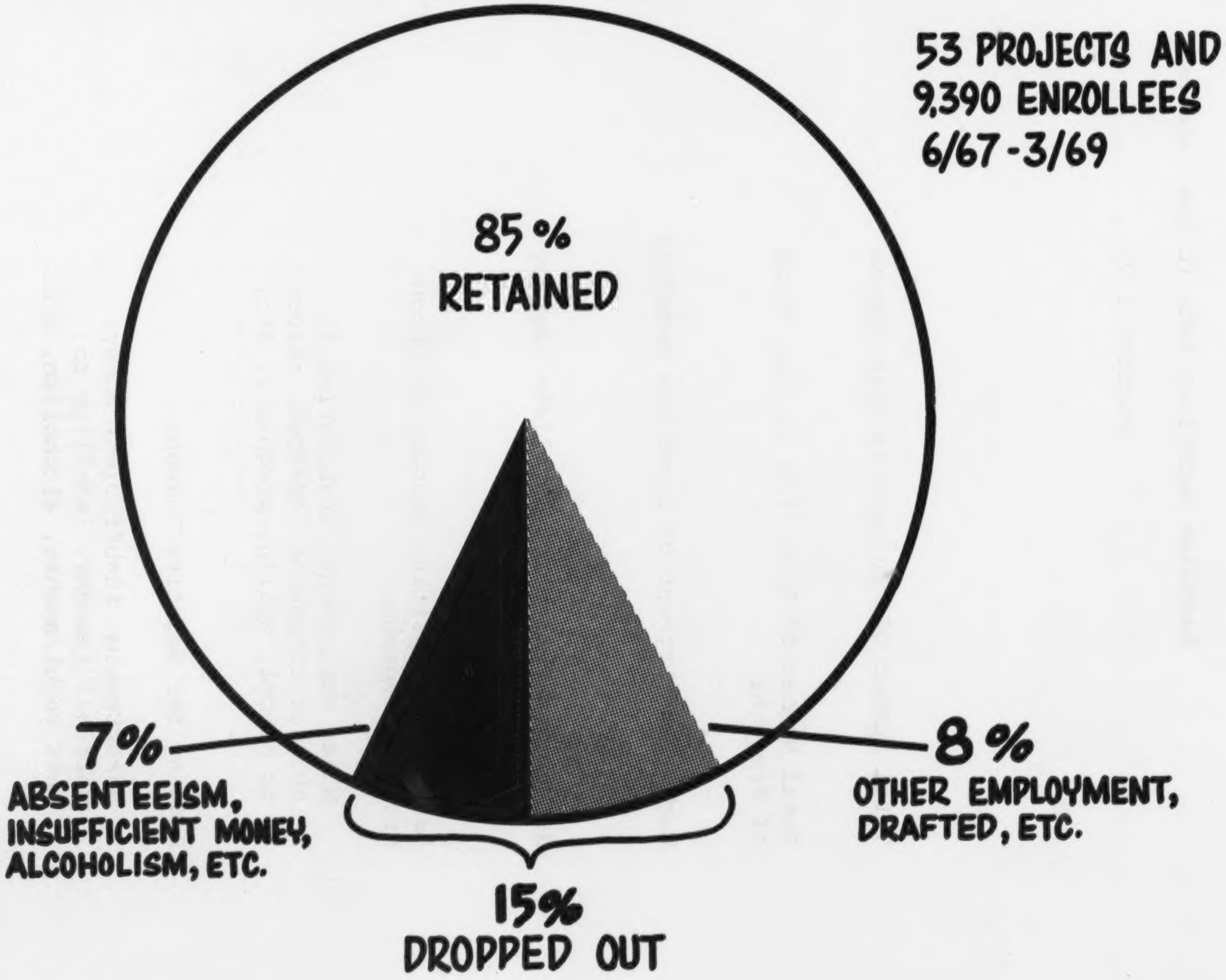
Enrollee Retention Rate in New Careers

(Regions I-V)

Total Number of Projects in this Sample	53
Total Number of Enrollees in this Group of Projects	9,390
Number and Percent of Enrollees Retained	7,931 (85%)
Number and Percent of Enrollees Leaving	1,459 (15%)
Leaving for Positive Reasons or Uncontrollable Reasons:	787 (8%)
Other employment, transferred to another component, drafted, return to school, health, pregnancy, etc.	
Leaving for Negative Reasons:	672 (7%)
Absenteeism, insufficient money, personal reasons, inability to meet requirements, alcoholism, etc.	

Figure 2

NEW CAREERS PROGRAM
ENROLLEE PARTICIPATION RATE IN NEW CAREERS



SALARY PATTERN OF NEW CAREERISTS

What are the salary levels of New Careerists? Do the salaries offer a realistic hope to formerly unemployed and underemployed persons and former welfare recipients? Do they appear to reflect realistic increments on a career ladder? These and other questions are important to us as we assist projects in the development of jobs and career ladders.

We have been able to obtain a picture of the salary levels of enrollees at various job levels in Regions I-V. Our findings for Level I and Level II jobs are depicted below in Table V. These salaries were obtained from available information reported by the number of projects shown in the table.

TABLE V

Average Annual Salaries for Enrollees in Regions I-V

	1st Yr. Projects	2nd Yr. Projects
Level I Jobs	$3,900 (30 projects in sample)	$4,325 (14 projects in sample)
Level II Jobs	$4,318 (18 projects in sample)	$4,691 (12 projects in sample)

The salaries for second-year projects are higher than those for first-year projects for both Level I and Level II jobs. This is probably due to a greater amount of planning and a more intense effort by projects to obtain better jobs and to develop more appropriate career ladders for these jobs. This fact may also represent a greater understanding of New Careers by the employing agencies and the restructuring of jobs within agencies. Part of the reason may be due to salary increases which represent increases associated with the rise in cost of living.

It is difficult to compare these salary levels with salaries prior to entering the New Careers Program because such a small percentage of those entering were actually employed. The average salary of this small percentage of those employed has been determined to be $2,170 from a sample of 25 projects in 24 cities in Regions I-V (see Appendix II). Using a sample of 21 cities, the average annual income from welfare payments was found to be $1,957 (see Appendix III).

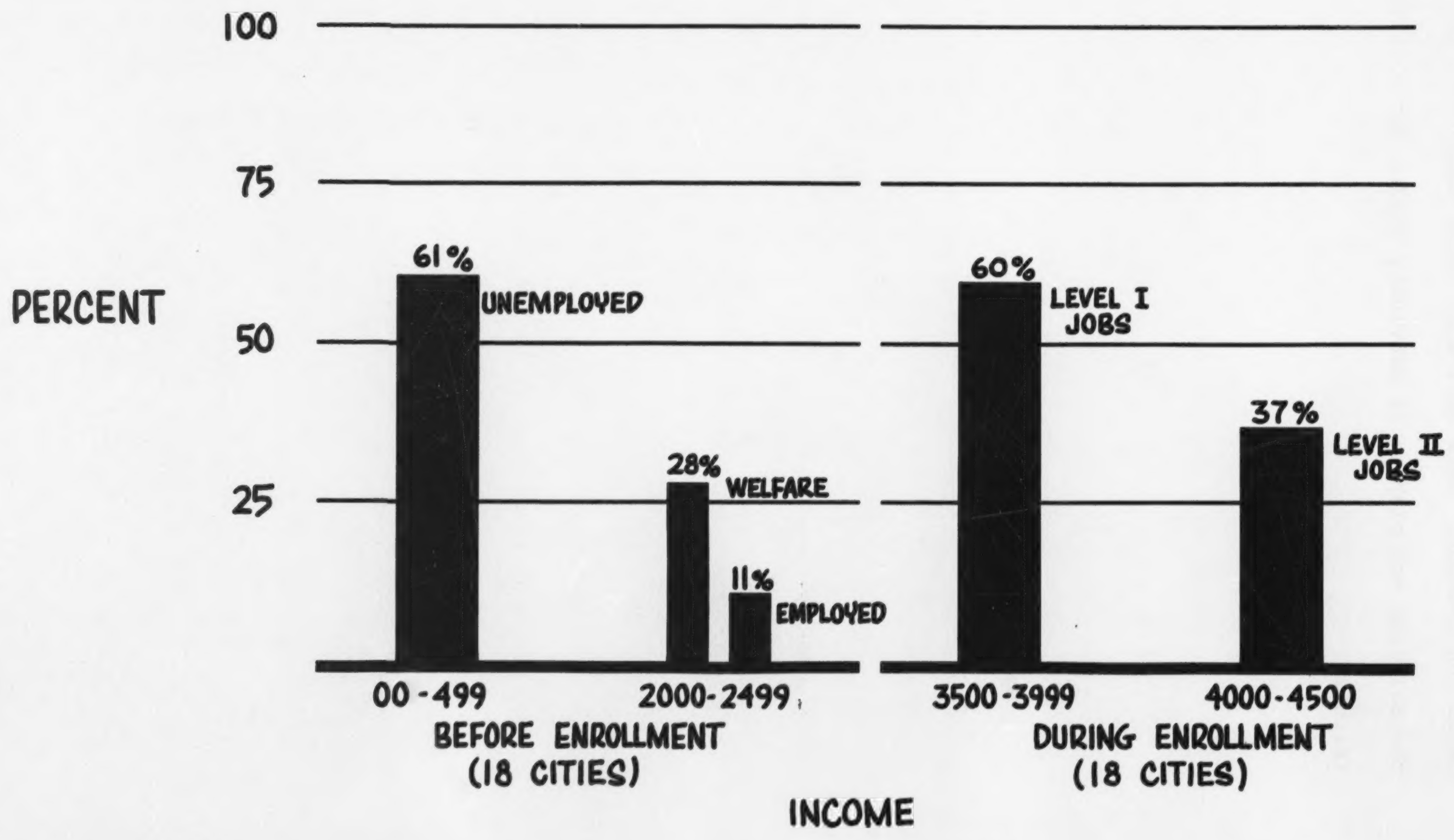
A comparative picture of the average annual income of those enrollees employed and on welfare before the program with average salaries of Level I and Level II jobs in New Careers is depicted in Figure 3. Appendix IV shows employment status prior to enrollment.

Only 3 percent of the enrollees are at the third-level position. This is to be expected since most of the enrollees have not been in New Careers long enough to have obtained the necessary education/training to move to the third level. As was previously pointed out, the New Careers Program is, on the average, not much more than a year old; a significant percentage of enrollees is not expected to reach the third-level position until the third or fourth year.

The progress New Careerists have made in reaching Level II jobs is a major achievement. This fact also lends support to the significant role the colleges are playing in providing credit for courses and on-the-job training.

Figure 3

NEW CAREERS PROGRAM
INCOME BEFORE & DURING ENROLLMENT



EDUCATIONAL STATUS BEFORE AND DURING ENROLLMENT

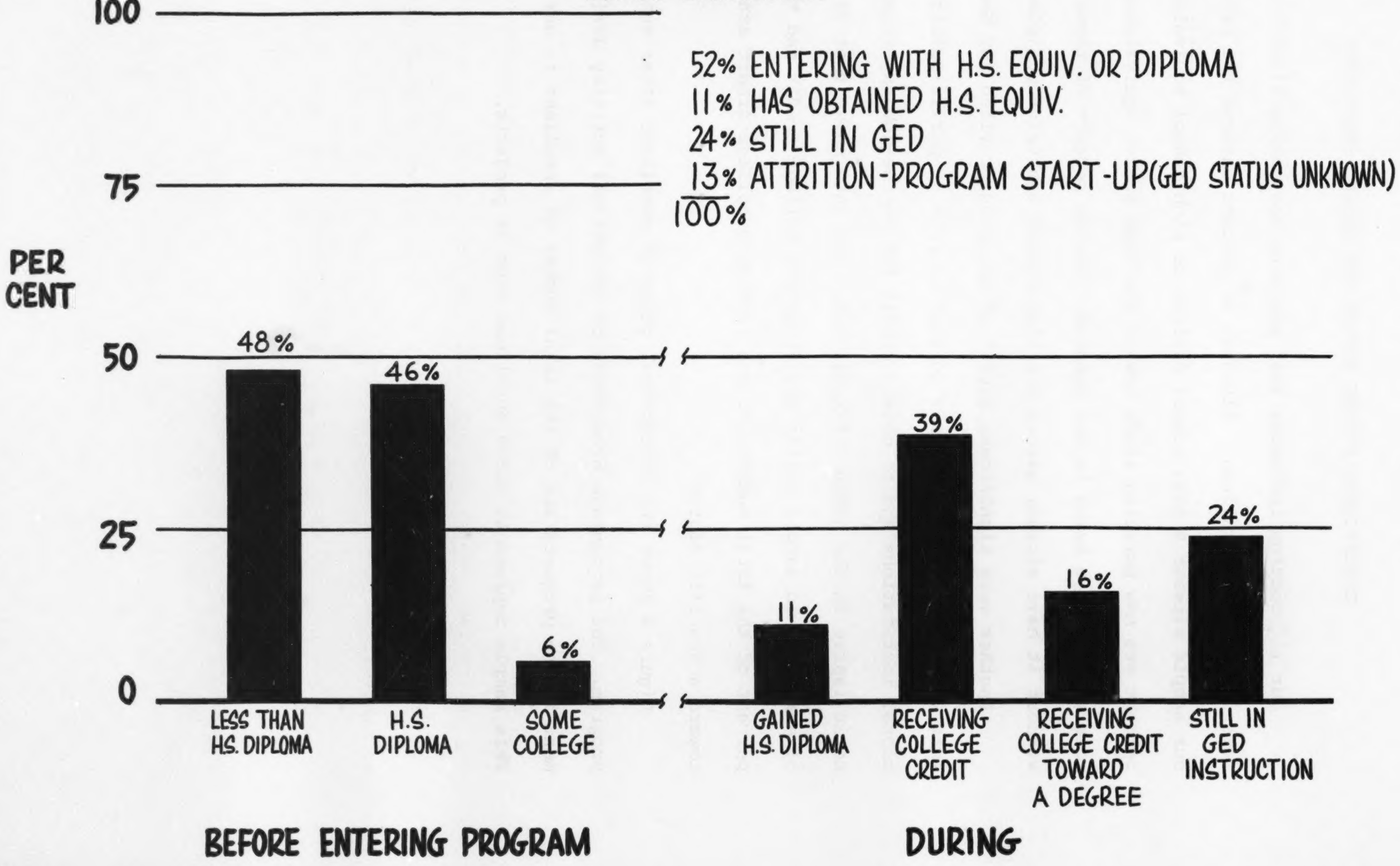
Our information indicates that projects are making significant progress in training enrollees. Although 48 percent entered the program in our sample without a high school diploma or high school equivalency, 35 percent are now pursuing study toward the high school equivalency or have received it since being in the program. Eleven percent of those entering without it have already gained the high school equivalency diploma.

Another very significant aspect of training provided for New Careerists is the opportunity to take college courses at participating educational institutions and to obtain credit for on-the-job experience, generic issues in the human services, etc. Our data shows that 39 percent of enrollees in sample cities are receiving college credit and that 16 percent of the total number who are receiving college credit are working toward a specific degree.

Figure 4 shows the educational gains of enrollees after entering the program. The percentage breakdowns of educational activity during enrollment in the projects are of the total number of enrollees in our sample. This sample represents 5,589 enrollees from 49 projects.

Figure 4

NEW CAREERS PROGRAM
EDUCATIONAL STATUS BEFORE & DURING PROGRAM
49 PROJECTS
5,589 ENROLLEES



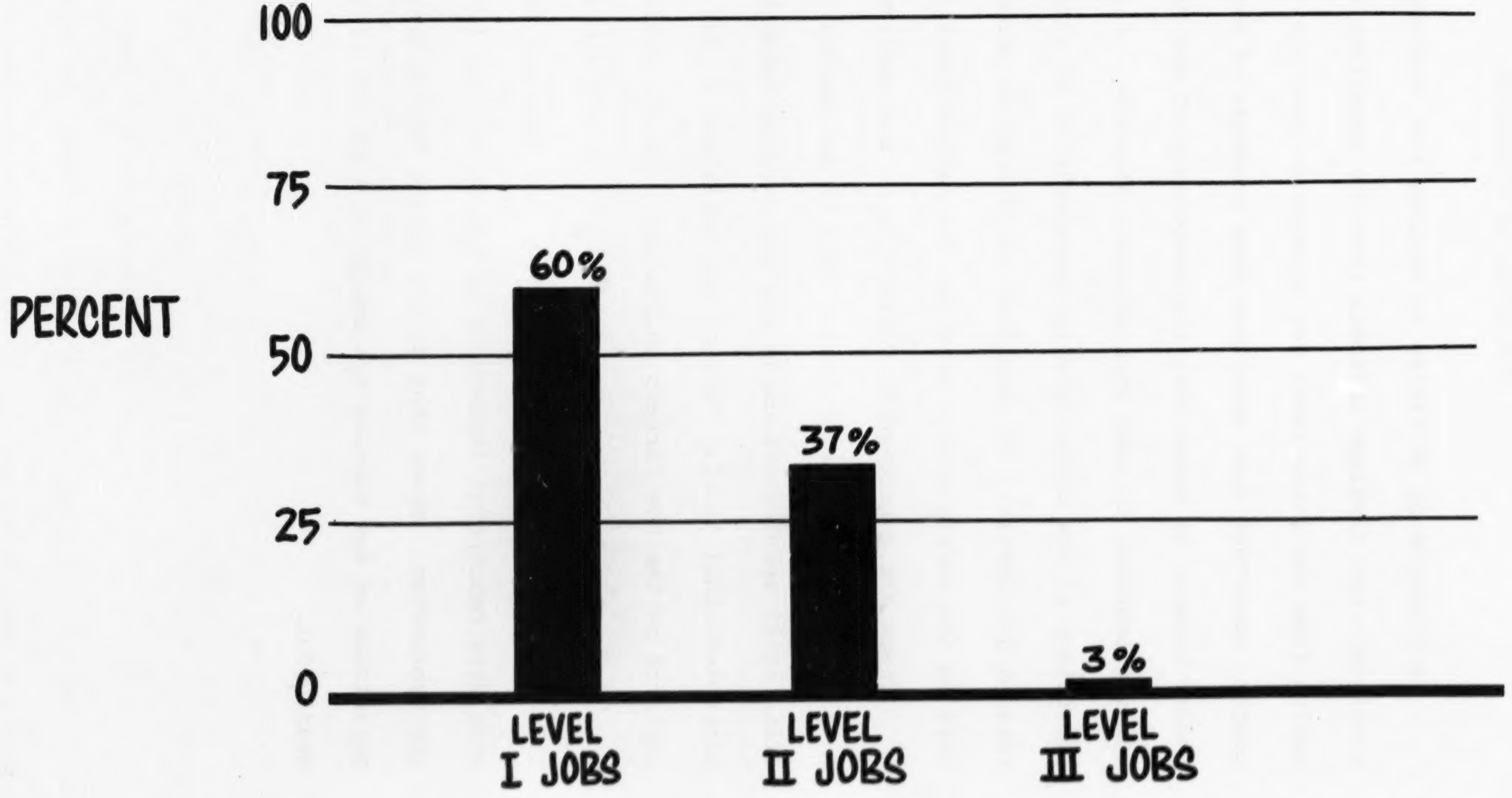
JOB LEVEL OF ENROLLEES

In a sample of 26 cities in Regions I-V, representing nearly 3,000 enrollees, our findings indicate that the enrollees are making progress in moving from the entry-level job to second-level positions. It is, of course, important that enrollees show progress in moving up the career ladder because it means that the components of the New Careers Program are working together to make such movement possible. Figure 5 below shows the proportion of New Careerists in the sample of 26 cities cited above in the various job levels. It should be noted that 40 percent of the New Careerists in the sample are at or above the second-level job.

There are considerable variations in the quality of jobs at various levels from project to project. This is due partly to lack of local and state civil service standards for the various human services jobs at the preprofessional level. Part of the variation is due to the level of acceptance of the New Careers philosophy. Hence, those projects that adhere very closely to New Careers guidelines are likely to develop career ladders and the necessary educational and training programs that will provide very meaningful increments in job levels all the way from entry into the profession. Those that do not adhere very closely to the spirit and guidelines of New Careers are likely to have job levels which are not as meaningful.

Figure 5

NEW CAREERS PROGRAM
JOB LEVEL STATUS OF ENROLLEES
26 PROJECTS
2,275 ENROLLEES



PROFILE OF NEW CAREERS ENROLLEES

An important aspect of planning for training and technical assistance involves knowing as much as possible about the characteristics of New Careers enrollees as they enter the projects.

Information on enrollee characteristics is organized by these categories: Racial Composition, Educational Status, Sex, Age, Marital Status, Estimated Family Income, General Employment Status (unemployed, on welfare, or employed). A summary profile of New Careerists is shown in Figure 6.

Racial Composition

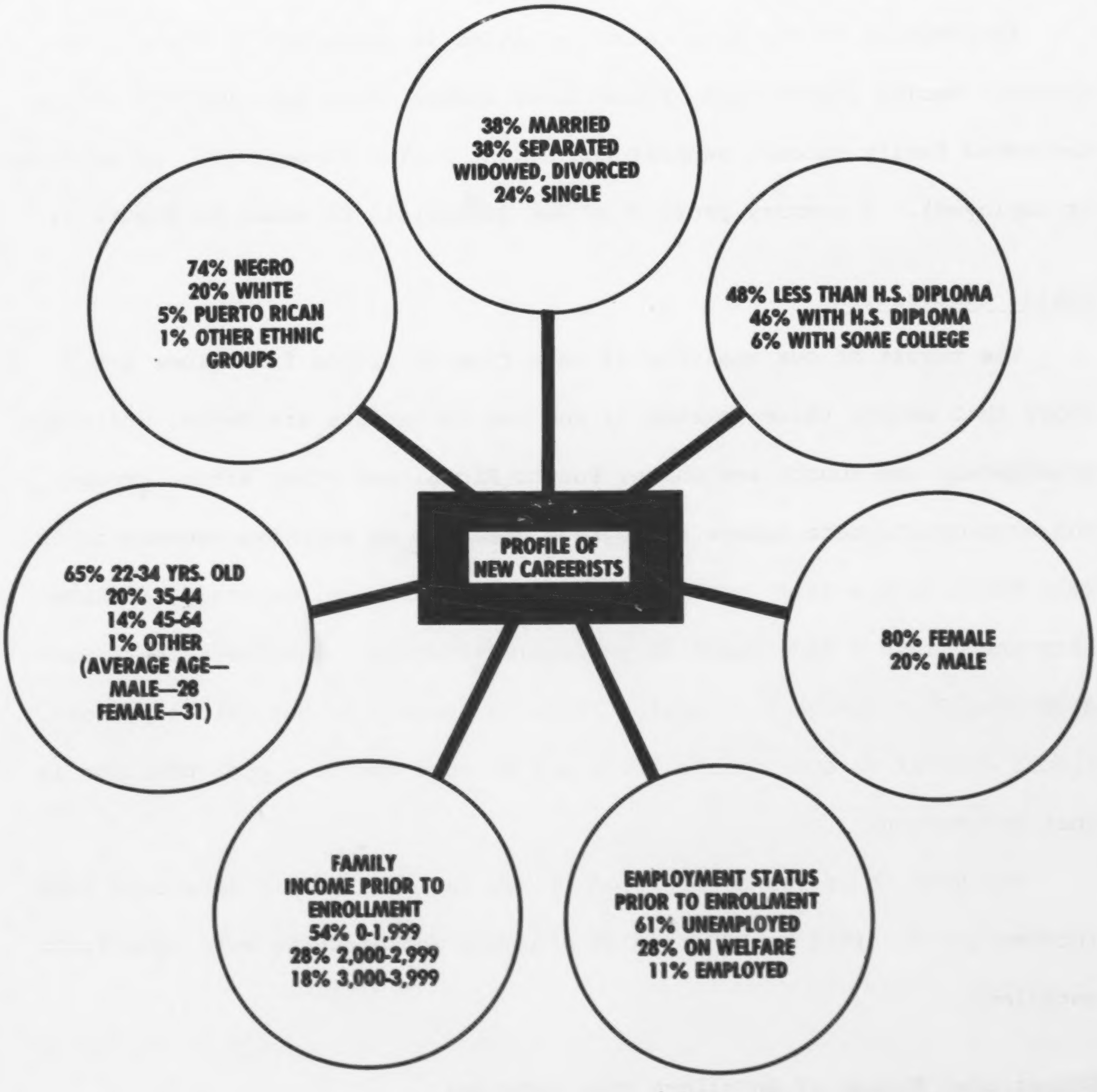
The result of our analyses of data from 49 cities in Regions I-V shows that nearly three-fourths of the New Careerists are Negro, while approximately one-fourth are white, Puerto Rican, and other ethnic groups. The disproportionate number of Negroes comes as no surprise because it is well known that a large number of Negroes has been deliberately blockaded from entry into a wide range of professional areas. The New Careers Program itself is designed to assist those in poverty to get into a professional area at an appropriate level and to move toward a goal position in that profession.

The data on racial composition of New Careerists were developed from information obtained by URC from 49 projects representing more than 7,000 enrollees.

Educational Status of Enrollees upon Entering

Nearly half (48 percent) of the enrollees who enter New Careers have not completed high school. This factor relates significantly to the level of previous employment and salary of those in the projects. Only about one out of 16 entering enrollees (6 percent) has had any college experience.

Figure 6


PROFILE OF NEW CAREERISTS
38% MARRIED
38% SEPARATED WIDOWED, DIVORCED
24% SINGLE
48% LESS THAN H.S. DIPLOMA
46% WITH H.S. DIPLOMA
6% WITH SOME COLLEGE
80% FEMALE
20% MALE
EMPLOYMENT STATUS PRIOR TO ENROLLMENT
61% UNEMPLOYED
28% ON WELFARE
11% EMPLOYED
FAMILY INCOME PRIOR TO ENROLLMENT
54% 0-1,999
28% 2,000-2,999
18% 3,000-3,999
65% 22-34 YRS. OLD
20% 35-44
14% 45-64
1% OTHER
(AVERAGE AGE—MALE—28 FEMALE—31)
74% NEGRO
20% WHITE
5% PUERTO RICAN
1% OTHER ETHNIC GROUPS

This emphasizes the need for focus on training and education. It is also good evidence for the New Careers premise that persons with minimum educational background can be successfully trained and placed in various subprofessional positions in human service fields.

Sex of Entering Enrollees

There is a significant difference between the number of males and females in New Careers. Our analyses of a sample of 44 projects show that, out of 7,112 New Careerists, only 1,492 or 20 percent are males while 5,260 or 80 percent are females.

We believe this may be the result of factors of selection, counseling, recruiting, and salary levels. We feel some attempt should be made to correct this distribution because of the obvious advantages to having more men in the fields of human services in addition to the need for jobs for unemployed males.

Age of Entering Enrollees

Some data from the Department of Labor* based on 953 cases show the age distribution of enrollees as depicted in Figure 6.

These figures do not reflect enrollees who entered the projects after August 1968. Hence, the number of enrollees between 18 and 22 is nearly nil in these figures. A current estimate for this age category is 3 to 5 percent. Data obtained by University Research Corporation show close agreement to Labor data. Our data indicate that the average age of males is 27.9 years and the average age of females is 30.1 years. These figures are based on a sample of 31 projects and approximately 5,000 enrollees.

---

*U.S. Department of Labor, Manpower Administration OM MOS/000 October 2, 1968.

Marital Status

Using the same Labor Department source just cited, the data indicate that a substantial number of enrollees are separated, widowed, or divorced (38 percent). Twenty-four percent are single.

Employment Status Prior to Enrollment

In a sample of 18 communities representing nearly 2,000 enrollees, URC obtained a picture of their employment status prior to enrollment. This information is depicted in Figure 6, which shows that nearly two-thirds of the enrollees were unemployed while only 11 percent in the sample were employed and the remaining 28 percent were on public welfare. Other data from Department of Labor sources cited earlier show estimated family income. The average family size was found to be four, and 82 percent of the families of enrollees were earning $2,999 or less than this amount. Fifty-four percent earned less than $2,000.

THE DEVELOPMENT OF NEW CAREERS JOBS AND CAREER LADDERS

Another significant aspect of the New Careers Program involves the ability of projects to develop suitable jobs and appropriate career ladders for these jobs. This is perhaps the most difficult component of the New Careers Program and is treated as a continuous process by projects and participating agencies. Our information from projects to date shows significant success in job development in terms of jobs and career ladders developed.

Appendix V shows the difference between the number of job slots funded and the number of job slots developed for 45 cities in Regions I-V. The data indicate that for all cities reporting, more jobs have been developed than the number for which the projects were funded. It should be noted that some of the cities listed are just starting and are still developing jobs.

It is, of course, too early to tell the degree to which local agencies will actually be able to fulfill their commitments to transform these training slots into permanent jobs salaried out of regular local budgets. It is also too early to tell whether or not some local projects which have not yet filled their quota will be able to do so in the life of the projects. Variation in this area was to be expected because of differences in local problems and resources. However, it is significant to note that, in general, in Regions I-V the availability of positions seems to exceed the original estimates.

EXTENT OF CAREER LADDERS DEVELOPED

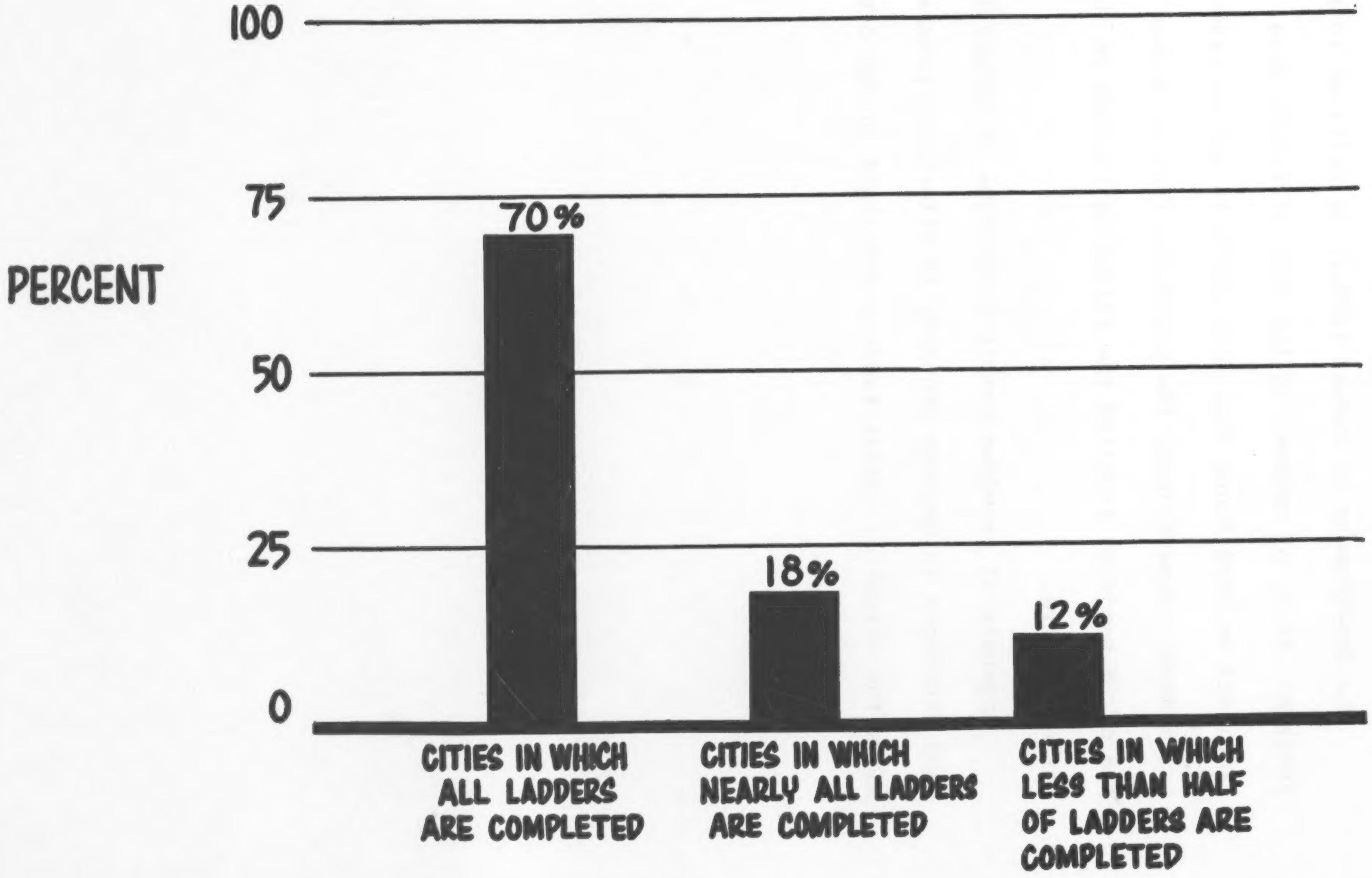
The development of career ladders is critical to the New Careers Program. This, of course, is the most difficult area, requiring the most time, and we have found that most projects are in need of a great deal of assistance. Nonetheless, the beginning results appear to be good. A sample of 39 projects revealed the following success in the development of career ladders.

Appendix VI provides sample breakdowns of career ladders which have been developed in various projects to illustrate progress. Figure 7 below shows the extent of career ladders developed in the cities studied.

Figure 7

NEW CAREERS PROGRAM
EXTENT OF CAREER LADDERS DEVELOPED

39 PROJECTS
6/67 - 3/69



CAREER LADDERS FOR NEW CAREERS JOB CLUSTERS

There are many entry-level jobs within a given occupational category that lead to few goal positions. Many of the entry-level jobs within a field have different titles but relate to the same type of job functions. Our definition of jobs clusters, then, is as follows: several different jobs with similar functions all leading to a common goal position in a career ladder. This concept enables us to account for New Careerists using a few clusters within an occupational category instead of using the large numbers of job titles indicated in the tables presented earlier. Tables VI-XI show these clusters in various occupational categories.

TABLE VI

NEW CAREERS PROGRAM
CAREER LADDERS FOR JOBS IN EDUCATION

39 PROJECTS
6/67-3/69

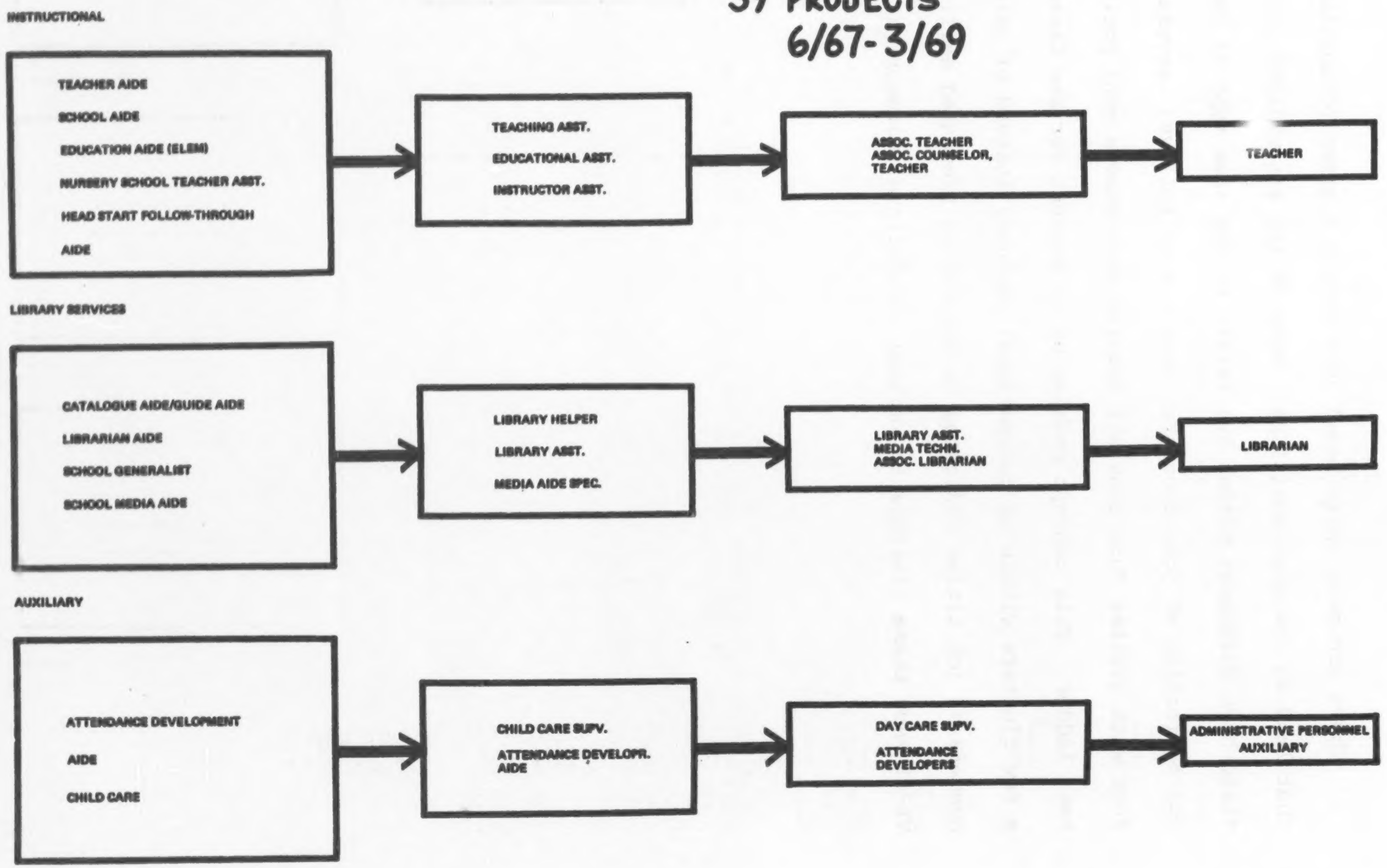

INSTRUCTIONAL
TEACHER AIDE
SCHOOL AIDE
EDUCATION AIDE (ELEM)
NURSERY SCHOOL TEACHER ASST.
HEAD START FOLLOW-THROUGH
AIDE
TEACHING ASST.
EDUCATIONAL ASST.
INSTRUCTOR ASST.
ASSOC. TEACHER
ASSOC. COUNSELOR,
TEACHER
TEACHER
LIBRARY SERVICES
CATALOGUE AIDE/GUIDE AIDE
LIBRARIAN AIDE
SCHOOL GENERALIST
SCHOOL MEDIA AIDE
LIBRARY HELPER
LIBRARY ASST.
MEDIA AIDE SPEC.
LIBRARY ASST.
MEDIA TECHN.
ASSOC. LIBRARIAN
LIBRARIAN
AUXILIARY
ATTENDANCE DEVELOPMENT
AIDE
CHILD CARE
CHILD CARE SUPV.
ATTENDANCE DEVELOPR.
AIDE
DAY CARE SUPV.
ATTENDANCE
DEVELOPERS
ADMINISTRATIVE PERSONNEL
AUXILIARY

TABLE VII

NEW CAREERS PROGRAM
CAREER LADDERS FOR JOBS IN HEALTH

39 PROJECTS
6/67-3/69

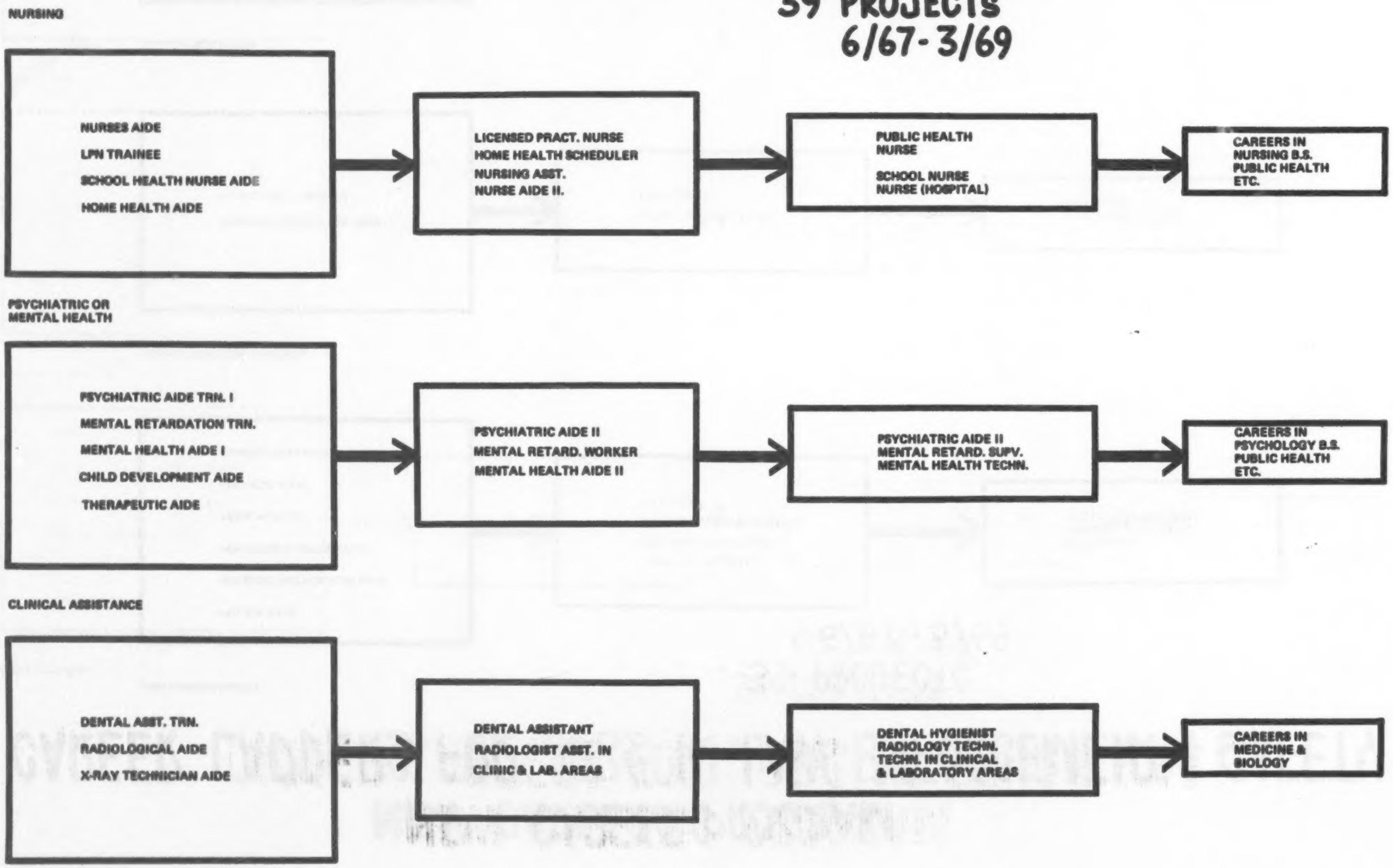

NURSING
NURSES AIDE
LPN TRAINEE
SCHOOL HEALTH NURSE AIDE
HOME HEALTH AIDE
LICENSED PRACT. NURSE
HOME HEALTH SCHEDULER
NURSING ASST.
NURSE AIDE II.
PUBLIC HEALTH NURSE
SCHOOL NURSE
NURSE (HOSPITAL)
CAREERS IN NURSING B.S. PUBLIC HEALTH ETC.
PSYCHIATRIC OR MENTAL HEALTH
PSYCHIATRIC AIDE TRN. I
MENTAL RETARDATION TRN.
MENTAL HEALTH AIDE I
CHILD DEVELOPMENT AIDE
THERAPEUTIC AIDE
PSYCHIATRIC AIDE II
MENTAL RETARD. WORKER
MENTAL HEALTH AIDE II
PSYCHIATRIC AIDE II
MENTAL RETARD. SUPV.
MENTAL HEALTH TECHN.
CAREERS IN PSYCHOLOGY B.S. PUBLIC HEALTH ETC.
CLINICAL ASSISTANCE
DENTAL ASST. TRN.
RADIOLOGICAL AIDE
X-RAY TECHNICIAN AIDE
DENTAL ASSISTANT
RADIOLOGIST ASST. IN CLINIC & LAB. AREAS
DENTAL HYGIENIST
RADIOLOGY TECHN.
TECHN. IN CLINICAL & LABORATORY AREAS
CAREERS IN MEDICINE & BIOLOGY

TABLE VIII

NEW CAREERS PROGRAM
CAREER LADDERS FOR JOBS IN LAW ENFORCEMENT & SAFETY

39 PROJECTS
6/67 - 3/69

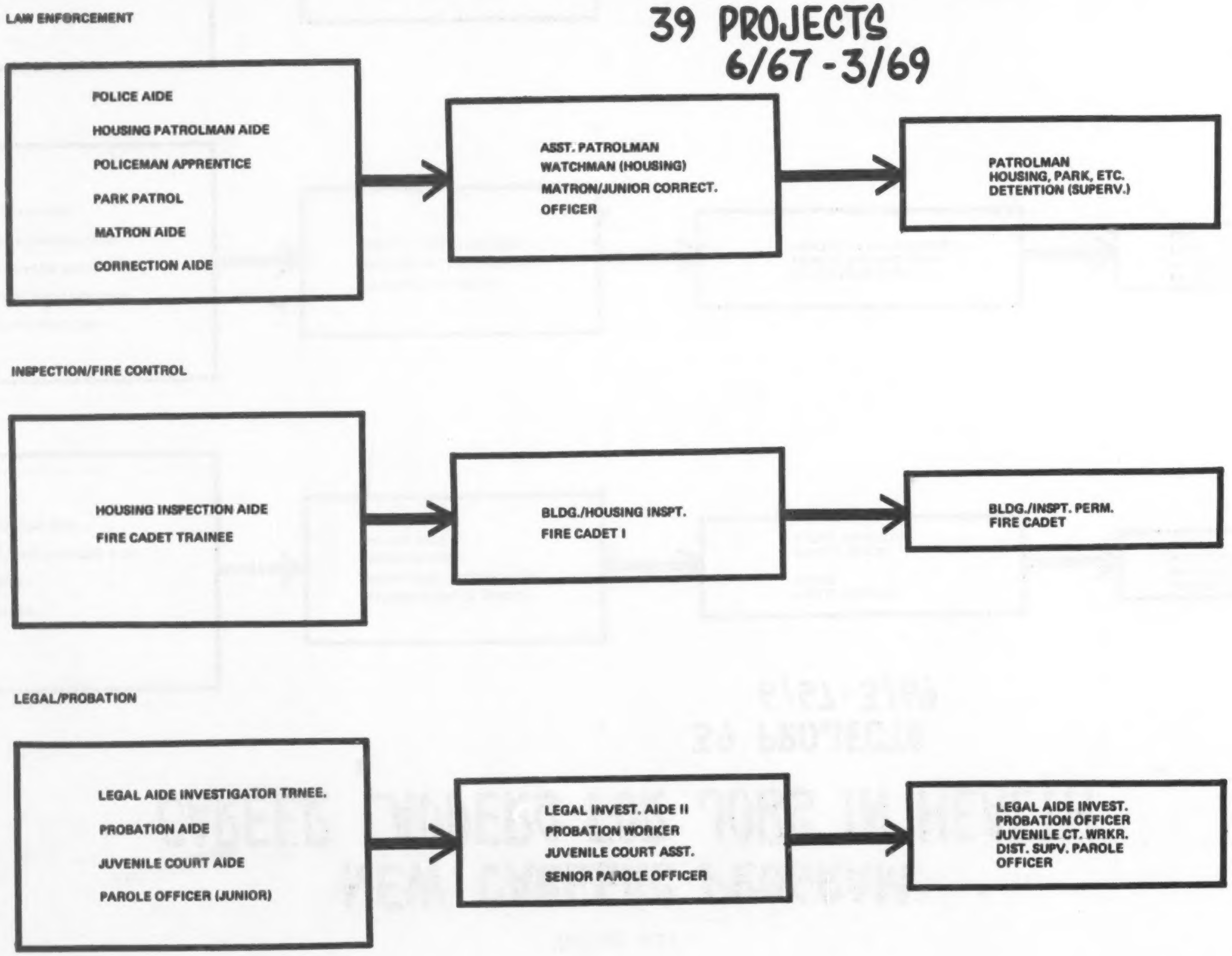

LAW ENFORCEMENT
POLICE AIDE
HOUSING PATROLMAN AIDE
POLICEMAN APPRENTICE
PARK PATROL
MATRON AIDE
CORRECTION AIDE
ASST. PATROLMAN
WATCHMAN (HOUSING)
MATRON/JUNIOR CORRECT. OFFICER
PATROLMAN
HOUSING, PARK, ETC.
DETENTION (SUPERV.)
INSPECTION/FIRE CONTROL
HOUSING INSPECTION AIDE
FIRE CADET TRAINEE
BLDG./HOUSING INSPT.
FIRE CADET I
BLDG./INSPT. PERM.
FIRE CADET
LEGAL/PROBATION
LEGAL AIDE INVESTIGATOR TRNEE.
PROBATION AIDE
JUVENILE COURT AIDE
PAROLE OFFICER (JUNIOR)
LEGAL INVEST. AIDE II
PROBATION WORKER
JUVENILE COURT ASST.
SENIOR PAROLE OFFICER
LEGAL AIDE INVEST.
PROBATION OFFICER
JUVENILE CT. WRKR.
DIST. SUPV. PAROLE OFFICER

TABLE IX

NEW CAREERS PROGRAM
CAREER LADDERS FOR JOBS IN SOCIAL SERVICES

39 PROJECTS
6/67 -3/69

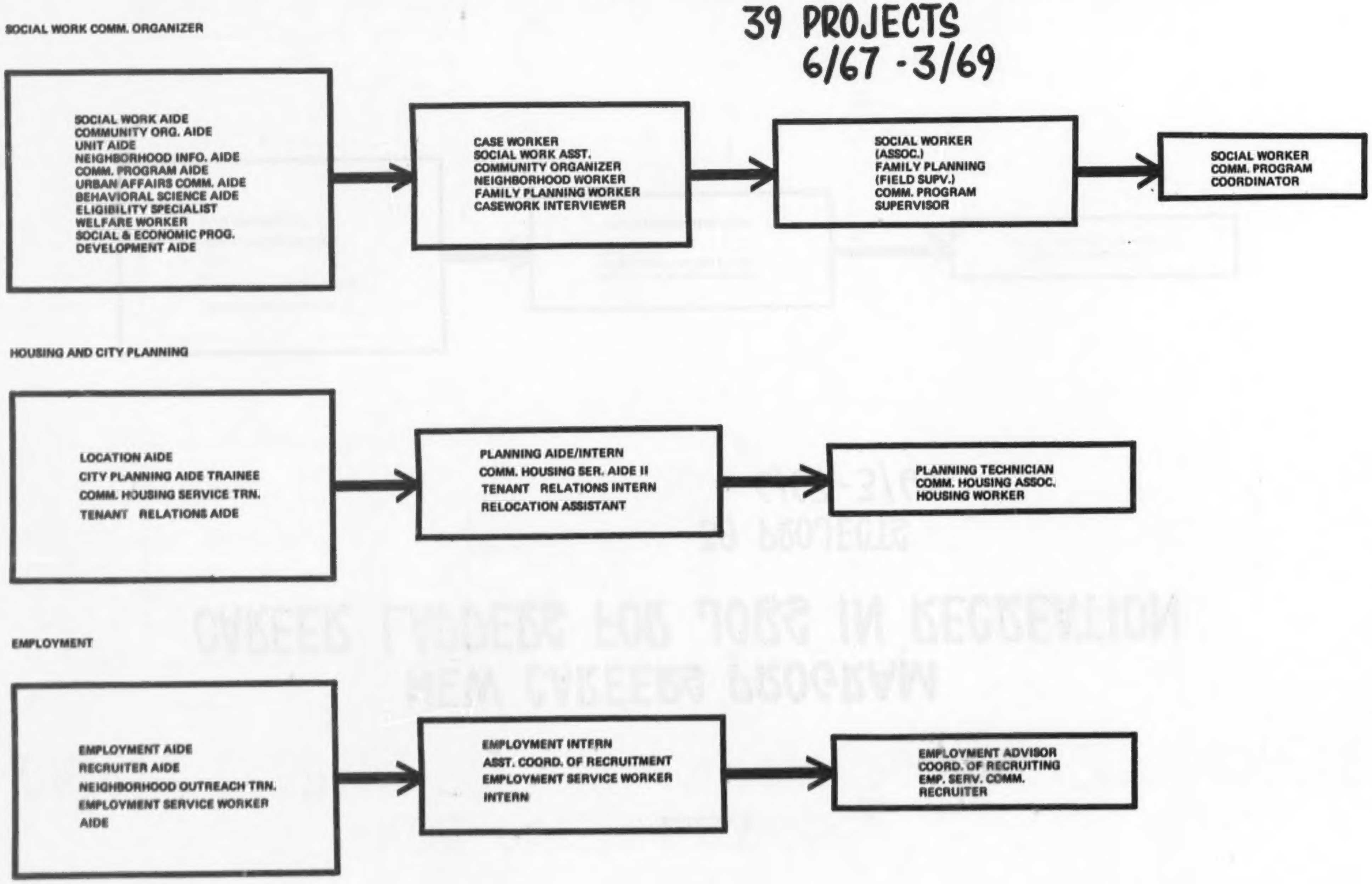

SOCIAL WORK COMM. ORGANIZER
SOCIAL WORK AIDE
COMMUNITY ORG. AIDE
UNIT AIDE
NEIGHBORHOOD INFO. AIDE
COMM. PROGRAM AIDE
URBAN AFFAIRS COMM. AIDE
BEHAVIORAL SCIENCE AIDE
ELIGIBILITY SPECIALIST
WELFARE WORKER
SOCIAL & ECONOMIC PROG.
DEVELOPMENT AIDE
CASE WORKER
SOCIAL WORK ASST.
COMMUNITY ORGANIZER
NEIGHBORHOOD WORKER
FAMILY PLANNING WORKER
CASEWORK INTERVIEWER
SOCIAL WORKER
(ASSOC.)
FAMILY PLANNING
(FIELD SUPV.)
COMM. PROGRAM
SUPERVISOR
SOCIAL WORKER
COMM. PROGRAM
COORDINATOR
HOUSING AND CITY PLANNING
LOCATION AIDE
CITY PLANNING AIDE TRAINEE
COMM. HOUSING SERVICE TRN.
TENANT RELATIONS AIDE
PLANNING AIDE/INTERN
COMM. HOUSING SER. AIDE II
TENANT RELATIONS INTERN
RELOCATION ASSISTANT
PLANNING TECHNICIAN
COMM. HOUSING ASSOC.
HOUSING WORKER
EMPLOYMENT
EMPLOYMENT AIDE
RECRUITER AIDE
NEIGHBORHOOD OUTREACH TRN.
EMPLOYMENT SERVICE WORKER
AIDE
EMPLOYMENT INTERN
ASST. COORD. OF RECRUITMENT
EMPLOYMENT SERVICE WORKER
INTERN
EMPLOYMENT ADVISOR
COORD. OF RECRUITING
EMP. SERV. COMM.
RECRUITER

TABLE X

NEW CAREERS PROGRAM
CAREER LADDERS FOR JOBS IN RECREATION

39 PROJECTS
6/67-3/69

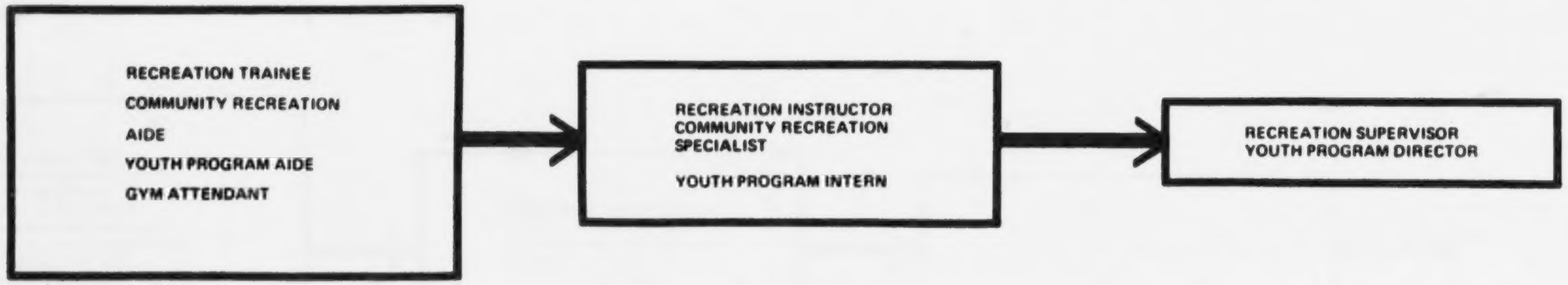
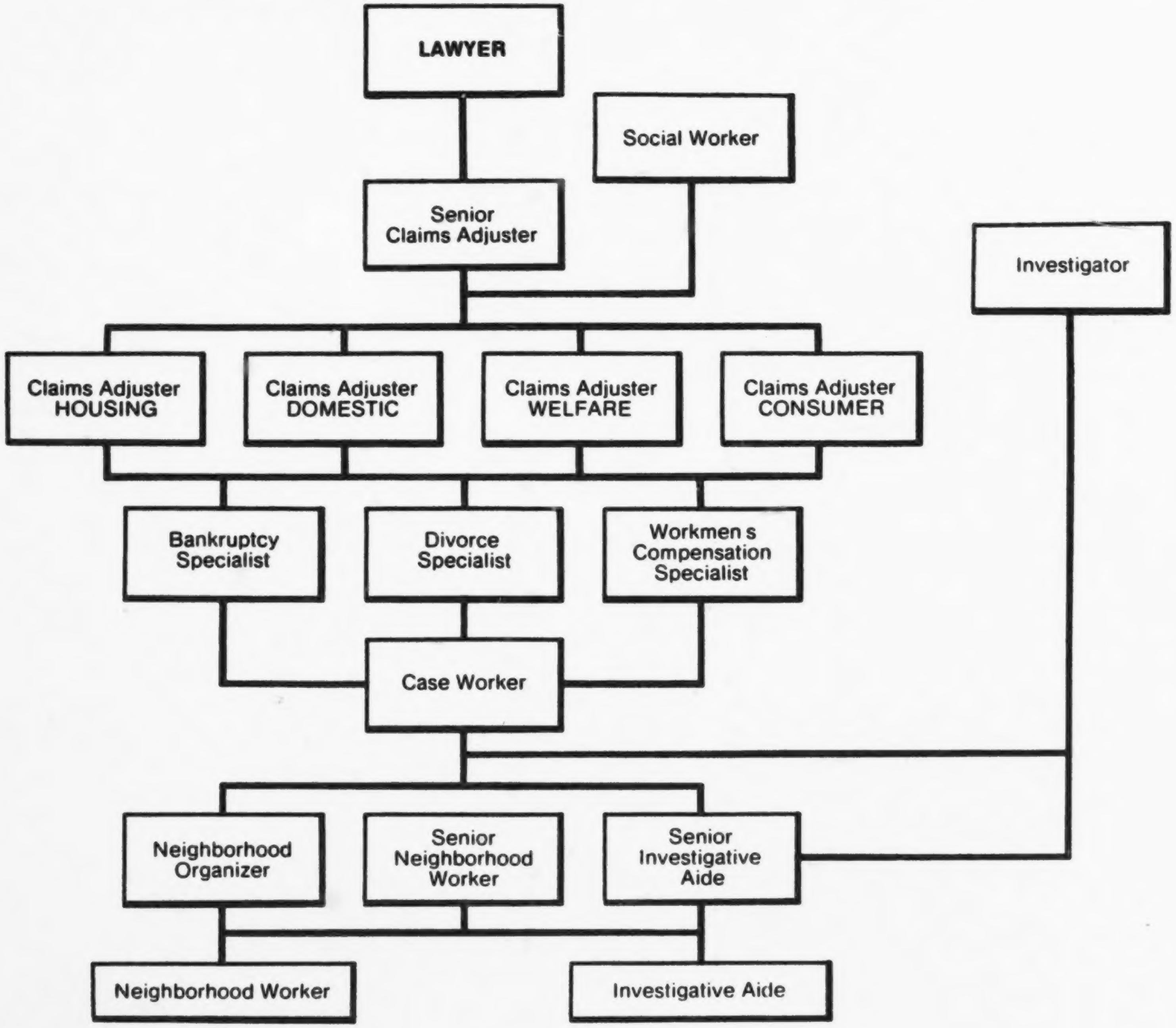

RECREATION TRAINEE
COMMUNITY RECREATION AIDE
YOUTH PROGRAM AIDE
GYM ATTENDANT
RECREATION INSTRUCTOR
COMMUNITY RECREATION SPECIALIST
YOUTH PROGRAM INTERN
RECREATION SUPERVISOR
YOUTH PROGRAM DIRECTOR

TABLE XI

POSSIBLE NEW CAREERS LADDER
PARA-PROFESSIONAL TO PROFESSIONAL LAWYER


LAWYER
Social Worker
Senior Claims Adjuster
Investigator
Claims Adjuster HOUSING
Claims Adjuster DOMESTIC
Claims Adjuster WELFARE
Claims Adjuster CONSUMER
Bankruptcy Specialist
Divorce Specialist
Workmen s Compensation Specialist
Case Worker
Neighborhood Organizer
Senior Neighborhood Worker
Senior Investigative Aide
Neighborhood Worker
Investigative Aide

DISTRIBUTION OF NEW CAREERISTS ACROSS OCCUPATIONS

Numerous inquiries are made to the University Research Corporation about the distribution of New Careerists across the various occupational categories. We have been able to obtain a good picture of the number of New Careerists in various jobs from a sample of 37 projects in Regions I-V.

The results indicate that health and education are the more favored fields, followed by social services and law enforcement and safety. This appears to be the prevailing pattern for jobs, and it may explain the disproportionate number of women in New Careers. That is, the heavy concentration of jobs in New Careers in which we usually find more women, e.g., nursing, teaching, social work, may have led to a recruitment pattern in which women were favored. A breakdown of the different types of jobs in the various occupations for each level is shown in Appendix VII. Figure 8 below depicts the percent of enrollees in the various occupational fields. Table XII provides more information on the number of enrollees in specific jobs within occupational fields.

Figure 8

NEW CAREERS PROGRAM
OCCUPATIONAL DISTRIBUTION OF ENROLLEES

37 PROJECTS AND 3,115 ENROLLEES

6/67 -3/69

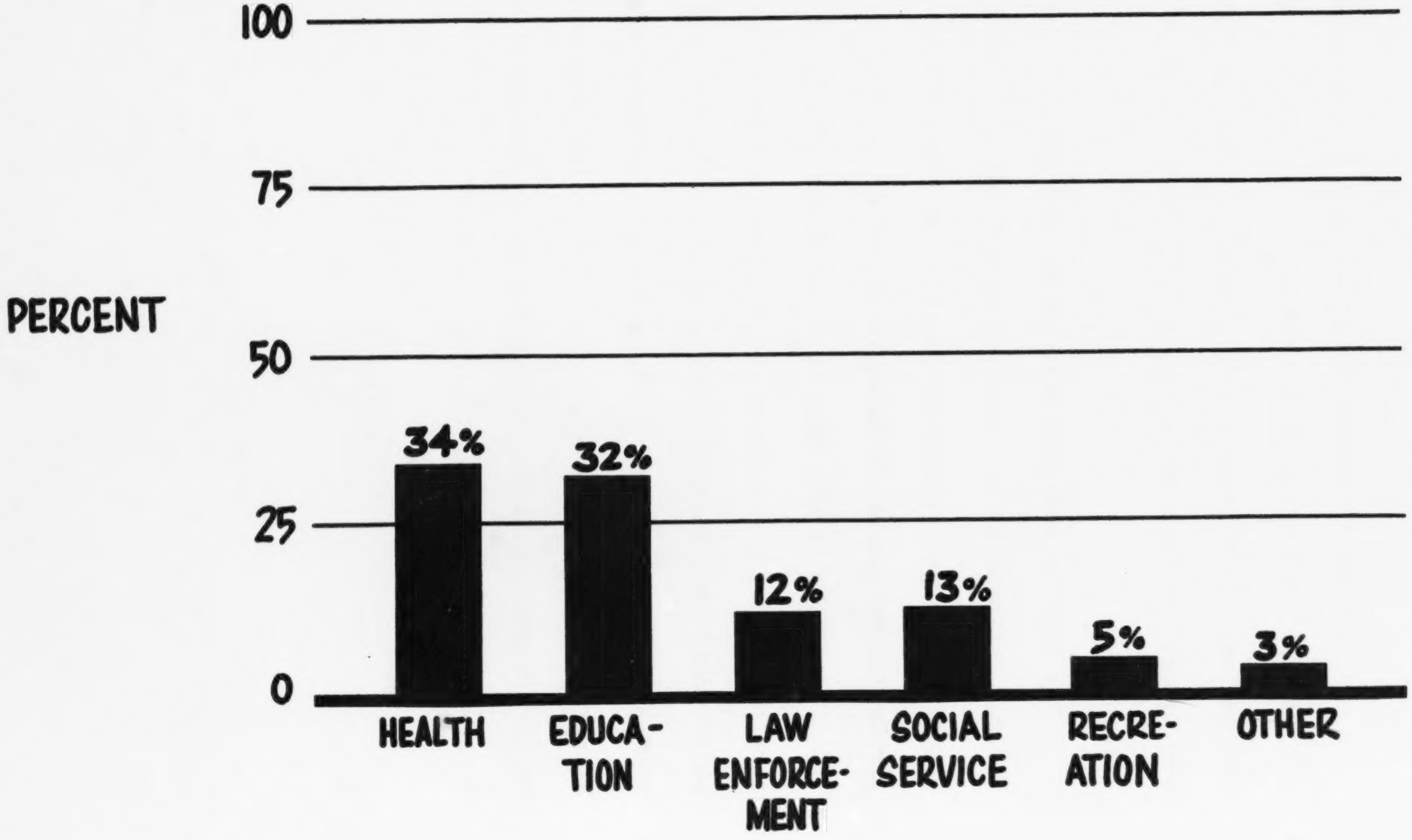


TABLE XII

Job and Occupational Distribution of Enrollees

JOBS	NUMBER OF ENROLLEES
Health	
Nurses Aides	457
Mental Health Aides	350
Health Sanitation Aides	135
Clinical Tech Aides	285
Day Care Aides	17
TOTAL	1,244
	34%
Education	
Teacher Aides	274
Library Aides--School/Public	75
Kindergarten and Nursery	38
Education Aides	671
Guidance Assistants	78
TOTAL	1,136
	32%

TABLE XII *(contd.)*

JOBS	NUMBER OF ENROLLEES
Law Enforcement	
Police Aides	145
Juvenile Correctional Aides	54
Code Enforcement Aides (Housing)	95
Domestic Court Aides	43
Firemen Aides	26
Water Treatment Aides	8
Service Prevention Maintenance Aides	40
Crime Laboratory Technician Aides	2
TOTAL	413
	12%
Social Service	
Neighborhood/Community Workers	116
Case Worker/Social Worker Aides	159
Housing Manager/Home Services Aides	161
Relocation Aides	8
Interviewer Aides	11
TOTAL	455
	13%

TABLE XII *(contd.)*

JOBS	NUMBER OF ENROLLEES
Recreation	
Recreation Aides	94
Youth Leaders	111
TOTAL	205
	5%
Other Human Service Jobs	
Cashier/Clerk Typists	13
Maintenance Aides	21
Highway Technician Aides	20
Water Plant Operators	2
Draftsman Aides	3
Engineering Aides	21
Behavioral Science Aides	12
Park Trainees	2
Conservation Aides	24
TOTAL	118
	3%

TRAINING FOR NEW CAREERISTS

It is our experience that training for New Careerists--the quality and intensity of the training component of a new career--is directly related to the success of the project. Job mobility is impossible without relevant training. Not only must there be training but the training program must be so designed as to maximize the enrollees' proficiency at each level of the job. The contents and skills related to a job must be relevant to what the enrollees are doing on the job. The population of New Careerists that we work with must receive immediate positive feedback from their training as they work. The work environment must develop the readiness needed for optimum learning in the nonwork and work training environments. The general goals of the training program of the New Careers projects are briefly outlined below, and the training model for New Careers is shown in Table XIII.

1. To prepare the trainee in the shortest possible time to successfully and responsibly undertake the duties and role of the entry-level position.

2. To ensure that the trainee is quickly given the responsibility of performing relevant and meaningful tasks in on-the-job training.

3. To provide the trainee with a number of basic skills and attitudes that can be put into practice on-the-job as soon as possible. This provides him the opportunity to identify with a role and to receive feedback on skills and performance. It allows the individual as well as others to see his competence, and is the base on which further skills can be built. Thus, training for a role rather than simply learning a set of skills is an important and successful approach.

Other goals of the training program should be:

1. To provide opportunities for identifying with the goals and roles of the agency in social improvement and change.

2. To provide individuals the foundation required for further training and upward mobility. Training should be linked

to remedial services in the community so that the trainee can work, learn, and advance at the same time.

3. To establish initial linkages with a local university or other educational institution to provide basic training, certification, and an educational program to support advancement on a career ladder.

4. To provide the employing-training agency with the opportunity to evaluate and improve its own function and program in the process of definition and implementation of the training program.

5. To provide the professional training and supervisory staff the opportunity to learn to work with and effectively make use of the new trainees and thus grow individually and professionally themselves.

6. To introduce the trainee to new patterns of relationships with professionals, supervisors, co-workers, and clients.

7. To introduce the trainee to a pattern of expectations regarding performance both in work and in other aspects of his life.

8. To help the trainee use the work-training role as a new basis for individual growth, development, and identity formation, thus broadening his personal and social horizons. This involves helping the trainee become aware of the impact of his role on the community and the relationship of this role to the improvement of his own life. The activity of providing services brings the individual new relationships, attitudes, and contacts with the world.

GED Training

Analysis of our information to date indicates that, of 5,589 enrollees from 49 projects in Regions I-V, approximately 11 percent have achieved the high school equivalency since they entered the programs. Nearly 25 percent are still in GED instruction. This accounts for about 36 percent of the 48 percent who entered without a high school diploma or its equivalent. Part of the 12 percent can probably be accounted for in terms of attrition and perhaps in terms of projects that have not yet implemented their GED program.

College Training

Our information indicates that approximately 2,000 or 39 percent of the enrollees in this sample of 49 projects are receiving college credit. To date, some of the projects are still finalizing the college program for their programs. Hence, by the summer of 1969, nearly one half of the New Careerists included in this sample are expected to be receiving college credit. By September, the beginning of the new college term, it is quite likely that more than half of the enrollees in this analysis will be receiving college credit. This is because many additional enrollees will complete GED requirements by September 1969. It is interesting to note that,of the total sample of enrollees, approximately 15 percent are receiving credit toward a degree. This is of great importance because it shows that institutions of higher education are involved in a significant manner in the implementation of New Careers. Figure 4 summarizes the change in the educational status of enrollees.

Training Cost

We have been able to obtain some information on the cost of training and education contracts at several projects. In general, these contracts include the cost for training, instruction, counseling, testing, and other services and expenses related to preparing enrollees for their present jobs and securing the educational requirements for advancements. There is variation from project to project in the types of services included in the contracts but generally they include:

1. Remedial education
2. Cost associated with college credit courses offered enrollees
3. Generic issues instruction if offered by the college

4. Testing, counseling

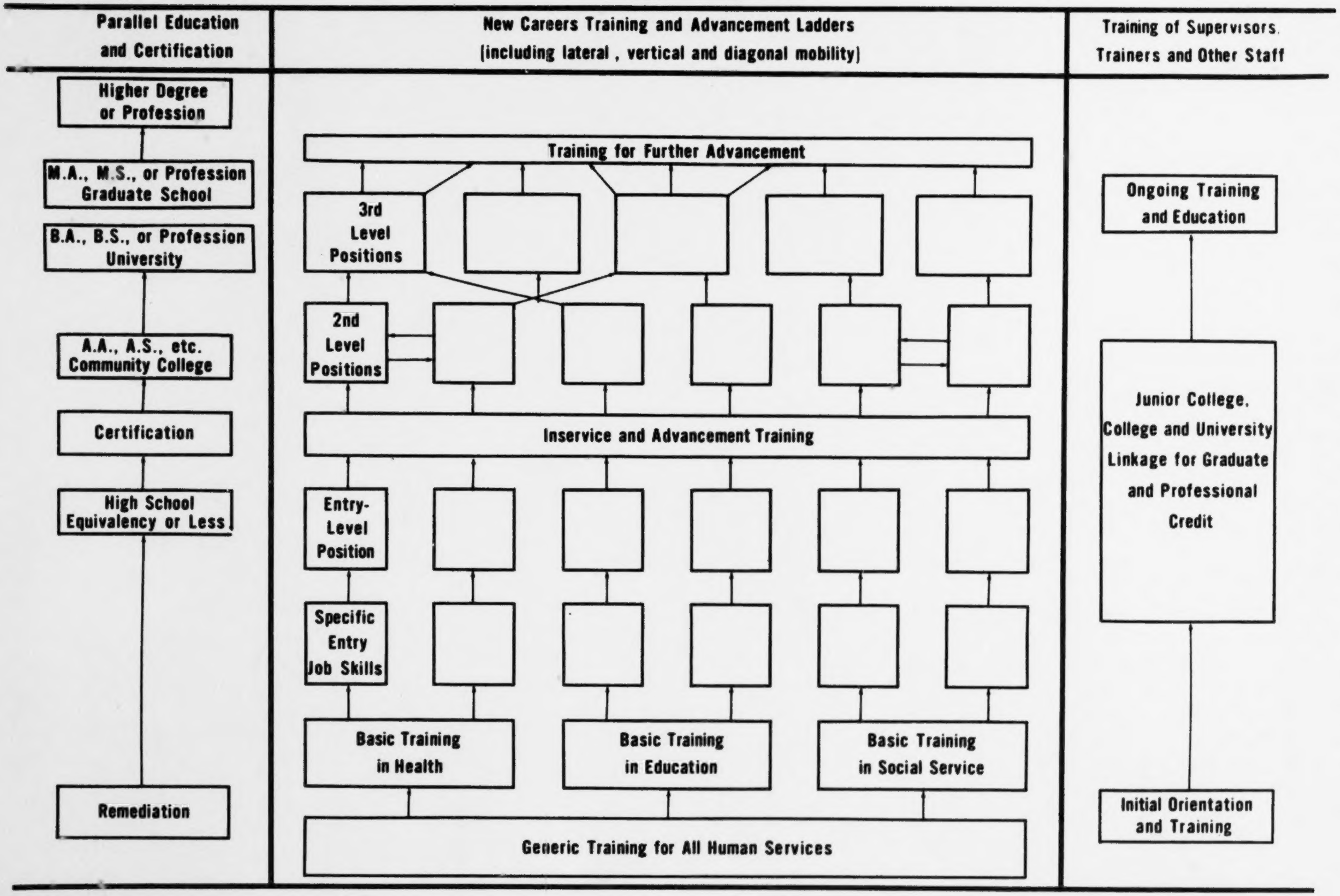
5. Special skills training.

A sampling of 11 projects representing slightly more than 2,000 enrollees reveals that the average contract cost per enrollee for training and education is $414.23. Appendix VIII shows the contracted training and education costs associated with the sample projects.

It is not easy to calculate exactly what the total cost of enrollees is because some of this is hidden in the prime contracts and in contracts with employing agencies who use on-the-job trainers from their own staff. However, it is our impression, confirmed by our data, that not enough funding is being provided for training and education. The figure for total cost should be close to $1,500 per year, including on-the-job training. However, we have no way of estimating how on-the-job training is covered.

TABLE XIII

New Career Ladder Progression for Pre-Professionals
Sample Model



Parallel Education and Certification
New Careers Training and Advancement Ladders (including lateral, vertical and diagonal mobility)
Training of Supervisors, Trainers and Other Staff
Higher Degree or Profession
M.A., M.S., or Profession Graduate School
B.A., B.S., or Profession University
A.A., A.S., etc. Community College
Certification
High School Equivalency or Less
Remediation
Training for Further Advancement
3rd Level Positions
2nd Level Positions
Inservice and Advancement Training
Entry-Level Position
Specific Entry Job Skills
Basic Training in Health
Basic Training in Education
Basic Training in Social Service
Generic Training for All Human Services
Ongoing Training and Education
Junior College, College and University Linkage for Graduate and Professional Credit
Initial Orientation and Training

PARTICIPATION OF INSTITUTIONS OF HIGHER EDUCATION IN NEW CAREERS PROGRAMS

As part of the basic design of the program, universities, four-year colleges, and community colleges are participating in the implementation of New Careers. This participation is vital to the vigor and success of New Careers. The projects' cooperation with these institutions leads to greater assurance that New Careers will be successful. The major roles of the institutions of higher education are to provide the necessary instructional programs (GED instruction, remediation, courses related to jobs, and degree programs) for enrollees to optimize their ability to proceed up the career ladder. Additionally, these institutions provide, in many cases, counseling, testing, and core training for the New Careers project. Table XIV below shows the names and types of institutions participating in 32 New Careers projects. It is interesting to note that a total of 41 institutions of higher education and technical institutes are participating in these 32 projects. This means that more than one institution is cooperating with a project in some instances.

TABLE XIV

Participating Educational Institutions

City	Institution	Type
Atlanta, Ga.	Georgia State College	Four-year
Andrews, N.C.	Tri-County Technical Institute	Technical
	Southwestern Technical Institute	Technical
Birmingham, Ala.	Wenonah Junior College	Junior College
Baltimore, Md.	Baltimore Community College	Junior College
Boston, Mass.	Boston University	University
	Northeastern University	University
Bridgeport, Conn.	Housatonic Community College	Junior College
Camden, N.J.	Glassboro State College	Four-year
	Rutgers, State University	University
Charleston, S.C.	Palmer Junior College	Junior College
	Medical College of South Carolina	University
	Baptist College	Four-year
Charleston, W. Va.	West Virginia Institute of Technology	Technical
	West Virginia State	Four-year
	Marshall University	University
Charlotte, N.C.	Central Piedmont Community College	Junior College
Cleveland, Ohio	Cuyahoga Community College	Junior College
Durham, N.C.	Durham Technical Institute	Technical
	North Carolina College	Four-year
Edenton, N.C.	College of the Albemarle	Four-year
Greensboro, N.C.	Guilford Technical Institute	Technical
Huntington, W. Va.	Marshall University	University
Huntsville, Ala.	Alabama A&M	Four-year

TABLE XIV *(contd.)*

City	Institution	Type
Jacksonville, Fla.	Florida Junior College, Cumberland Campus	Junior College
Kinston, N.C.	Lenoir Community College	Junior College
Minneapolis, Minn.	University of Minnesota	University
Manchester, N.H.	St. Anselms College	Four-year
Lowell, Mass.	Northeastern University	University
Hartford, Conn.	University of Hartford	University
New Bern, N.C.	Pamlico Technical Institute	Technical
New Haven, Conn.	South Central Community College	Junior College
Norfolk, Va.	Norfolk State	Four-year
Pittsburgh, Pa.	Allegheny College	Junior College
Portland, Ore.	University of Oregon	University
Southern Pines, N.C.	Sand Hills Community College	Junior College
Springfield, Mass.	American International College	Four-year
Trenton, N.J.	Mercer Community College	Junior College
Washington, D.C.	Georgetown University Washington Technical Institute	University Technical
Winston-Salem, N.C.	Forsyth Technical Institute	Technical

EMPLOYING AGENCY PARTICIPATION IN NEW CAREERS

The success in job development cited earlier is directly related to the participation of various federal, state, and local agencies and private organizations in the New Careers Program. Our data indicate that as a general rule several agencies or organizations provide job slots for the New Careers Program within a city. Table XV below shows the number of different employing agencies participating in the cities listed. The average number of different employing agencies computed for a city is 12. This figure projected over approximately 100 different projects yields an estimated number of 1,200 different employing agencies and organizations participating in New Careers.

TABLE XV

City	No. of Different Agencies
1. Boston, Mass.	37
2. Bridgeport, Conn.	9
3. Hartford, Conn.	9
4. New Haven, Conn.	4
5. Lowell, Mass.	8
6. Manchester, N.H.	12
7. Camden, N.J.	9
8. Elizabeth, N.J.	5
9. Hoboken, N.J.	6
10. New York, N.Y.	58
11. Baltimore, Md.	6
12. Andrews, N.C.	19
13. Charlotte, N.C.	5
14. New Bern, N.C.	6
15. Pittsburgh, Pa.	30
16. Birmingham, Ala.	15
17. Huntsville, Ala.	8
18. Knoxville, Tenn.	12
19. Nashville, Tenn.	14
20. Duluth, Minn.	14
21. Minneapolis, Minn.	15
22. East St. Louis, Mo.	7
23. Miami, Fla.	11
24. Detroit, Mich.	12

TABLE XV *(contd.)*

	City	No. of Different Agencies
25.	Dayton, Ohio	6
26.	Harrisburg, Pa.	18
27.	Roanoke, Va.	4
28.	Norfolk, Va.	12
29.	Richmond, Va.	7
30.	Kinston, N.C.	8
31.	Newport, News, Va.	31
32.	Philadelphia, Pa.	2
33.	Milwaukee, Wis.	5
34.	Newark, N.J.	11
35.	Raleigh, N.C.	7
	TOTAL NUMBER OF AGENCIES	442
	TOTAL NUMBER OF PROJECTS	35
	AVERAGE NUMBER OF AGENCIES PER PROJECT	12

TABLE XVI

Sample Lists of Employing Agencies
for Selected Cities

Name of Project	User Agencies
Miami, Fla.	Sunland Training Center
	Dade County School Board
	Jackson Memorial Hospital
	Dade County Public Library
	Dade County Parks and Recreation
	Housing and Urban Development
	Shalom Convalescent Home
	University of Miami
Duluth, Minn.	Duluth Public Schools
	Catholic School System
	University of Minn. at Duluth
	Duluth Police Department
	Duluth Recreation Department
	Port Authority
	Duluth Civil Defense
	Legal Aid Society
	Duluth Air Force Base
	County Welfare Department
	Model Cities Agency
	City Planning Agency
	Miscellaneous Voluntary Social Agencies
	State Employment Service

TABLE XVI *(contd.)*

Name of Project	User Agencies
Boston, Mass.	AFRAM
	Boston Film Center
	Boston Forum
	Boston City Hospital
	Boston Redevelopment Authority (BRA)
	Boston Housing Authority
	Columbia Pt. Health Center
	Columbia Pt. Dental Center
	City Hall
	Dorchester Information Center
	Cooper Community Center
	Elma Lewis School
	Harvard University
	Health Service
	Highland Park Free School
	Huntington Y.M.C.A.
	Kiddie College
	Laboure Clinic
	Lemuel Shattuck Hospital
	METCO
	Mother Goose
	New School
	Norfolk House

TABLE XVI *(contd.)*

Name of Project	User Agencies
Boston, Mass.	Opportunities Industrialization Center
	Roxbury Action Center
	Roxbury Community School
	South End Center for Alcoholics
	Towne House
	United South End Settlements
	Urban League
	Vocational Adjustment Center
	United Citizen's Association
Bridgeport, Conn.	Housing Authority
	Hall Neighborhood House
	Young Men's Christian Association
	Salvation Army
	Fairfield University
	Welfare
	H. P. Dinan Center
	Board of Education
	Greater Mental Health

TABLE XVI *(contd.)*

Name of Project	User Agencies
Detroit, Mich.	Michigan State Employment Security
	Detroit Police Department
	Detroit Housing Authority
	Commission on Children and Youth
	Commission on Community Relations
	County Probation and Recorders' Court
	Protestant Community Services
	St. Peter Clover Community Housing
	Jewish Vocational Service
	Detroit League for the Handicapped
	Catholic Social Services
	House of Carpenters Community House
Charlotte, N.C.	Little Sisters of the Assumption
	Charlotte-Mecklenburg Public Library
	Central Piedmont Community College
	Charlotte-Mecklenburg Public Schools
	Charlotte Memorial Hospital
New Haven, Conn.	Connecticut Mental Health Center
	New Haven Regional Center
	New Haven Board of Education
	Hamden-New Haven Cooperative Educational Center

TABLE XVI *(contd.)*

Name of Project	User Agencies
Dayton, Ohio	Dayton Public Schools
	Dayton and Montgomery County Library
	Camp Fire Girls, Inc.
	Miami Valley Child Development Center, Inc.
	Department of Community Development (City)
	Department of Service and Building
Minneapolis, Minn.	Family and Children Services
	Minneapolis Department of Civil Rights
	Minneapolis Park Board
	State Department of Human Rights
	Westminister Day Activity Center
	Department of Inspection
	Anoka State Hospital
	Minneapolis Public Schools
	Agriculture Extension, Div. University of Minn.
	Minneapolis City Workhouse
	Minneapolis Police Department
	Urban League
	Minnesota State Department of Corrections
	Minnesota State Employment
	TCOIC

EXCERPTS OF ENROLLEE REACTIONS TO THE NEW CAREERS PROGRAM*

BRIDGEPORT, CONN.

"How I felt being a welfare recipient and the difference now.

The big difference now is the feeling of independence that one feels when helping themselves and their own families. Confidence that I thought never existed is now right up there.

I do think this program is wonderful for gals like me. With no real work training and not much work experience, you wonder where to start and how you will benefit and how your future will turn out. Well now the present is taken care of with school and on-the-job training. Our future is taken care of with this program too. The apprehension is greatly vanished.

I do hope programs like these and many more will come into existence for gals like me."

"I have always wanted to be somebody, to have some place in society.

After an honest evaluation of myself, I knew there wasn't much I could do, but I was willing to learn. I heard of a new program called CEP and one of the requirements were to be able to work with people. I think I finally found my place as a case worker aide. I don't plan to stay at that level. Someday I hope to be a social worker.

It is fun to me to be a part of a group working together to help people to help themselves; and I know that I have gained a better understanding of myself.

I'm still receiving help from the State Welfare, but I'm not dependent upon it and in all honesty, I must admit that CEP--New Careers Program--is one of the best in the city, if not in the whole state."

"I am overjoyed over the opportunity which was given to me. The classes have opened my eyes to the world; taught me to know my children, my other relatives and friends more; and to know their reactions and feelings. Although the work I have to put in is tremendous, with my responsibility at home, work and night school, I wouldn't think of giving this up. The good will and interest of the teachers have given me a fervor in continuing.

---

*These excerpts have not been edited or changed and are in their original form.

As for my work station, the work cannot be better. The workers are friendly and helpful. I didn't expect that they would give me a job, which has been the dream of my life. I prayed to God that someday I would be able to help other people. My dream is finally being fulfilled."

DISTRICT OF COLUMBIA

"It's an opportunity to accomplish a goal you have set for yourself in life.

It's an opportunity to advance in a professional world if you have the motivation and initiative to do so.

It's an opportunity to get away from the everyday routine of hustling on the corner trying to get that dollar.

It's a way of getting out of poverty and making a name for oneself.

In such a program there are sacrifices that have to be made in order to achieve your goals in life.

Being a New Careerist has benefited me in many ways.

It has given me more willpower to make something out of myself and to help other people do likewise."

USAGE OF TECHNICAL ASSISTANCE RESOURCES

The use of technical assistance provided by the University Research Corporation has varied considerably from place to place.

This variation has been due to such factors as:

1. Inadequacy of technical assistance funding to provide adequate assistance to all projects
2. Difference in the availability of experienced and knowledgeable local staffs resulting in some projects needing much more help than others
3. A gradual evolution of awareness and information as to their need for, willingness to use, and request for technical assistance
4. An increase in the number of projects funded.

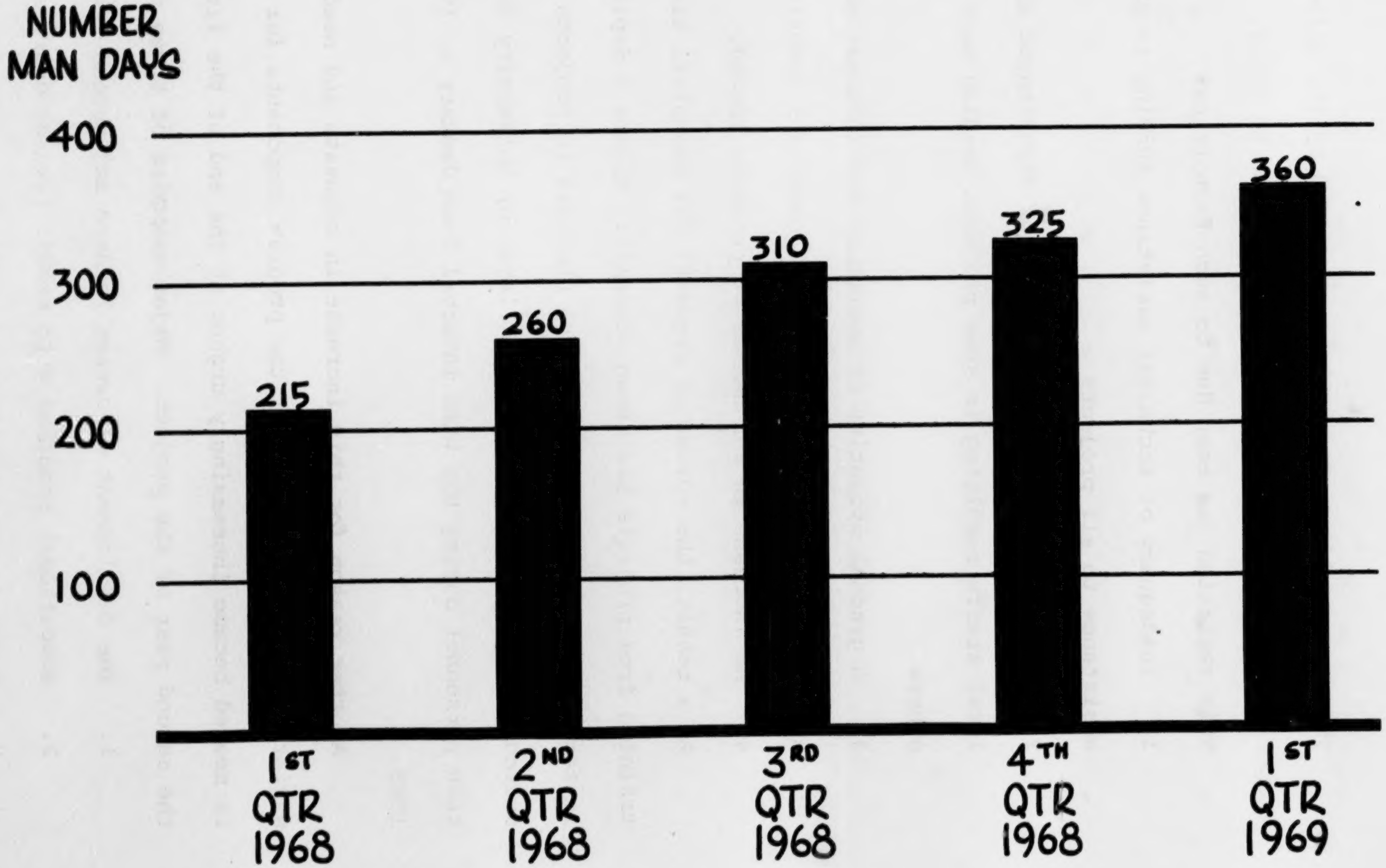
As a result, the volume of requests for technical assistance and training from projects has grown steadily. Figure 9 depicts the increase in technical assistance and training provided to projects and seminars conducted at the regional and national level by University Research Corporation personnel during the time interval from January 1, 1968 to March 31, 1969.

Another reason for this increase in requests and need for technical assistance is that a number of the program components for which assistance is needed became increasingly urgent at the end of the first year and into the second year of the project. Major examples of these needs are:

1. The development of career ladders and second-level positions
2. Educational programs with credit towards degrees
3. Problems with training programs
4. The transition to permanent funded positions in local agencies.

Figure 9

NEW CAREERS PROGRAM
INCREASE IN TECHNICAL ASSISTANCE & TRAINING



APPENDICES

APPENDIX I

Age of New Careers Projects in Cities Studied

City	Time Since Funding (Months)	Time Since Program Became Operative (Months)	Time Difference
Bridgeport, Conn.	6	5	1
Hartford, Conn.	19	16	3
Hartford, Conn.*	7	5	2
New Haven, Conn.	21	19	2
Boston, Mass.	20	16	4
Boston, Mass.*	1	1	0
Lowell, Mass.	4	1	3
Springfield, Mass.	8	4	4
Manchester, N.H.	20	20	0
Manchester, N.H.*	7	4	3
Providence, R.I.	21	21	0
Providence, R.I.*	3	2	1
Camden, N.J.	21	17	3
Elizabeth, N.J.	7	0	7
Hoboken, N.J.	8	5	3
Newark, N.J.	20	20	0

---

*Second-year funding

APPENDIX I *(contd.)*

City	Time Since Funding (Months)	Time Since Program Became Operative (Months)	Time Difference
Newark, N.J.*	6	6	0
Paterson, N.J.	20	18	2
Paterson, N.J.*	4	4	0
Trenton, N.J.	20	20	0
Trenton, N.J.*	8	8	0
New York City (N.Y. Women's Talent Corps)	15	14	1
Rochester, N.Y.	3	3	0
Hato Rey, Puerto Rico	20	20	0
Hato Rey, Puerto Rico*	5	5	0
District of Columbia, UPO	20	16	4
District of Columbia, UPO*	6	-	-
Family & Child Service, D.C.	20	20	0
Family & Child Service, D.C.*	6	6	0
Wash. Tech. Inst., D.C.	11	10	1
Citizens Inform. Serv., D.C.	18	18	0
Baltimore, Md.	20	19	1

---

*Second-year funding

APPENDIX I *(contd.)*

City	Time Since Funding (Months)	Time Since Program Became Operative (Months)	Time Difference
Baltimore, Md.*	8	8	0
Andrews, N.C.	12	9	3
Asheville, N.C.	16	16	0
Asheville, N.C.*	3	2	1
Edenton, N.C.	12	7	5
Charlotte, N.C.	18	17	1
Charlotte, N.C.*	9	5	4
Durham, N.C.	19	19	0
Durham, N.C.*	8	8	0
Greensboro, N.C.	9	8	1
New Bern, N.C.	12	7	5
Southern Pines, N.C.	12	8	4
Raleigh, N.C.	19	16	3
Winston-Salem, N.C.	18	18	0
Winston-Salem, N.C.*	4	4	0
Kinston, N.C.	12	8	4

---

*Second-year funding

APPENDIX I *(contd.)*

City	Time Since Funding (Months)	Time Since Program Became Operative (Months)	Time Difference
Harrisburg, Pa.	18	18	0
Harrisburg, Pa.*	6	6	0
Philadelphia, Pa.	20	17	3
Philadelphia, Pa.*	3	3	0
Pittsburgh, Pa.	20	19	1
Pittsburgh, Pa.*	7	7	0
Newport News, Va.	19	19	0
Newport News, Va.*	7	7	0
Norfolk, Va.	8	6	2
Richmond, Va.	19	17	2
Richmond, Va.*	6	6	0
Roanoke, Va.	20	17	3
Roanoke, Va.*	6	6	0
Charleston, W. Va. (T.C.C.A.A.P.)	17	17	0
Charleston, W. Va.*	4	2	2
Charleston, W. Va. (Mental Health)	19	14	5

---

*Second-year funding

APPENDIX I *(contd.)*

City	Time Since Funding (Months)	Time Since Program Became Operative (Months)	Time Difference
Huntington, W. Va.	18	17	1
Huntington, W. Va.*	4	4	0
Birmingham, Ala.	20	18	2
Birmingham, Ala.*	2	2	0
Huntsville, Ala.	8	4	4
Miami, Fla. (Dade County)	20	20	0
Miami, Fla. (Dade County)*	4	4	0
Jacksonville, Fla.	5	4	1
Tampa, Fla.	7	7	0
Atlanta, Ga.	19	17	2
Atlanta, Ga.*	7	4	3
Charleston, S.C.	20	20	0
Knoxville, Tenn.	18	18	0
Knoxville, Tenn.*	4	4	0
Nashville, Tenn.	4	2	2
Gary, Indiana	4	4	0

---

*Second-year funding

APPENDIX I *(contd.)*

City	Time Since Funding (Months)	Time Since Program Became Operative (Months)	Time Difference
Detroit, Mich.	21	18	3
Duluth, Minn.	7	6	1
Minneapolis, Minn.	12	8	4
Worthington, Minn.	12	8	4
Columbus, Ohio	21	19	2
Columbus, Ohio*	9	9	0
Cleveland, Ohio	21	21	0
Cleveland, Ohio*	6	6	0
Dayton, Ohio	8	5	3
Milwaukee, Wis.	11	7	4
Albuquerque, N.M.	9	5	4
Portland, Ore.	8	4	4

---

*Second-year funding

APPENDIX II

Salary of Enrollees Prior to Entering New Careers

(Average Per Annum)

1.	Hoboken, N.J.	$ 3,000
2.	Paterson, N.J.	2,403
3.	Trenton, N.J.	1,954
4.	Trenton, N.J.*	2,435
5.	Rochester, N.Y.	2,080
6.	Andrews, N.C.	1,000
7.	Charlotte, N.C.	2,100
8.	Durham, N.C.	2,518
9.	New Bern, N.C.	1,925
10.	Raleigh, N.C.	1,787
11.	Kinston, N.C.	1,400
12.	Pittsburgh, Pa.	3,000
13.	Newport News, Va.	3,000
14.	Charleston, W. Va.	2,300
15.	Charleston, W. Va.*	2,000
16.	Huntington, W. Va.	2,000
17.	Norfolk, Va.	2,700
18.	Birmingham, Alabama	2,160
19.	Huntsville, Ala.	1,490
20.	Charleston, S.C.	1,700

---

*Second year

APPENDIX II *(contd.)*

21.	Duluth, Minn.	$ 900
22.	Minneapolis, Minn.	3,000
23.	Minnesota Rural	1,430
24.	Cleveland, Ohio	3,800
	TOTAL	$52,082
	AVERAGE SALARY	$ 2,170

APPENDIX III

Income from Welfare Prior To Entering New Careers

(Average Per Annum)

1.	Hoboken, N.J.	$ 2,200
2.	Paterson, N.J.	2,460
3.	Trenton-Camden, N.J.	2,000
4.	Trenton-Camden, N.J.*	2,000
5.	Rochester, N.Y.	2,080
6.	Durham, N.C.	1,800
7.	Southern Pines, N.C.	1,500
8.	Raleigh, N.C.	1,317
9.	Winston-Salem, N.C.	2,040
10.	Charleston, W. Va.	1,500
11.	Charleston, W. Va.*	1,600
12.	Newport News, Va.	2,000
13.	Huntington, W. Va.	1,200
14.	Norfolk, Va.	1,700
15.	Birmingham, Ala.	1,460
16.	Duluth, Minn.	2,510
17.	Huntsville, Ala.	1,490
18.	Minneapolis, Minn.	3,000
19.	Minnesota Rural	2,440
20.	Dayton, Ohio	2,000
21.	Cleveland, Ohio	2,800
	TOTAL	$41,097
	AVERAGE SALARY	$ 1,957

---

*Second year

APPENDIX IV

Employment Status Prior To Enrollment

City	Unemployed	On Welfare	Employed
1. Charlotte, N.C.	40	18	5
2. Pittsburgh, Pa.	81	61	0
3. Richmond, Va.	53	38	9
4. Durham, N.C.	80	20	37
5. Bridgeport, Conn.	22	41	28
6. Springfield, Mass.	59	32	4
7. Manchester, N.H.	75	36	20
8. New Haven, Conn.	13	8	3
9. Minnesota Rural	64	79	14
10. Gary, Indiana	73	20	0
11. Milwaukee, Wis.	25	60	15
12. Trenton, N.J.	120	7	0
13. Paterson, N.J.	40	15	18
14. Rochester, N.Y.	89	35	10
15. Hoboken, N.J.	43	4	6
16. Huntsville, Ala.	43	1	8
17. Miami, Fla.	48	8	0
18. Nashville, Tenn.	78	6	14
	1046	489	191

TOTAL: 1726

APPENDIX V

Number of Job Slots Funded vs Number of Job Slots Developed as of March 1, 1969

City	Total Slots Funded	Total Slots Developed	Difference
Winston-Salem, N.C.	231	263	+ 32
Huntington, W. Va.	120	120	0
Detroit, Mich.	140	153	+ 13
Hoboken, N.J.	75	75	0
Cleveland, Ohio	410	582	+172
Portland, Ore.	85	85	0
New Haven, Conn.	56	298	+242
Bridgeport, Conn.	75	100	+ 25
Asheville, N.C.	115	105	- 10
Trenton, N.J.	150	150	0
District of Columbia (CIS)	12	12	0
Springfield, Mass.	75	75	0
Edenton, N.C.	45	45	0
Andrews, N.C.	47	47	0
Newport News, Va.	160	170	+ 10
New Bern, N.C.	40	55	- 15
Roanoke, Va.	190	190	0
Jacksonville, Fla.	100	85	- 15
Charleston, S.C.	200	172	- 28
Lowell, Mass.	75	75	0

APPENDIX V *(contd.)*

City	Total Slots Funded	Total Slots Developed	Difference
Manchester, N.H.	140	160	+ 20
Dayton, Ohio	90	75	- 15
Hartford, Conn.	130	180	+ 50
Minneapolis, Minn.	207	225	+ 18
Boston, Mass.	400	360	- 40
District of Columbia (WTI)	180	180	0
Birmingham, Ala.	360	422	+ 62
Columbus, Ohio	306	306	0
Elizabeth, N.J.	23	23	0
Duluth, Minn.	144	110	- 34
Knoxville, Tenn.	200	190	- 10
Southern Pines, N.C.	45	41	- 4
Richmond, Va.	230	230	0
Kinston, N.C.	46	44	- 2
Charlotte, N.C.	138	138	0
Baltimore, Md.	400	360	- 40
Durham, N.C.	200	215	+ 15
Norfolk, Va.	125	125	0
Charleston, W. Va. (I)	250	246	- 4
Charleston, W. Va. (II)	190	163	- 27
Atlanta, Ga.	450	410	- 40
Greensboro, N.C.	40	39	- 1

APPENDIX V *(contd.)*

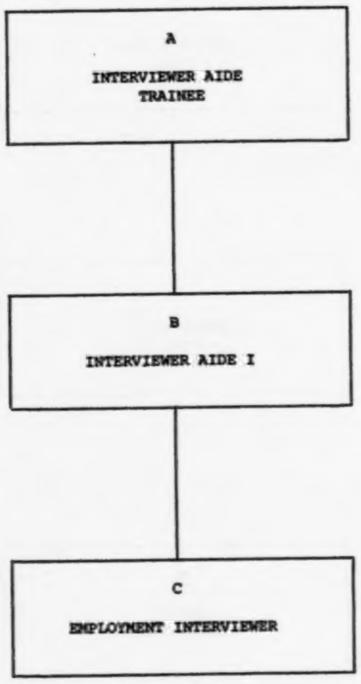
City	Total Slots Funded	Total Slots Developed	Difference
Huntsville, Ala.	75	75	0
Camden, N.J.	30	17	- 13
New York, N.Y. (WTC)	320	320	0

APPENDIX VI

Samples of Specific Career Ladders From Selected Cities

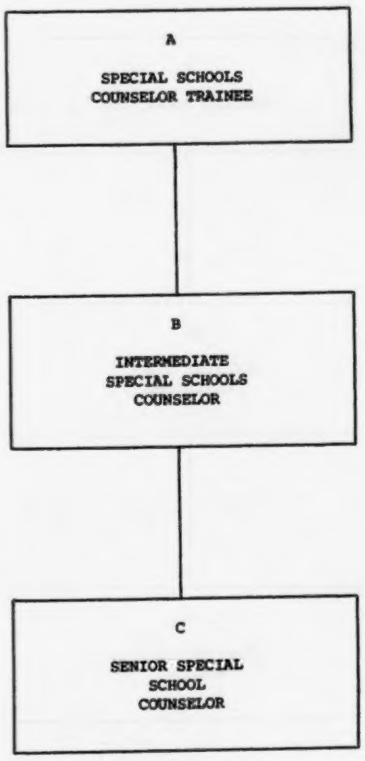
MINNESOTA RURAL

MINNESOTA EMPLOYMENT SERVICE

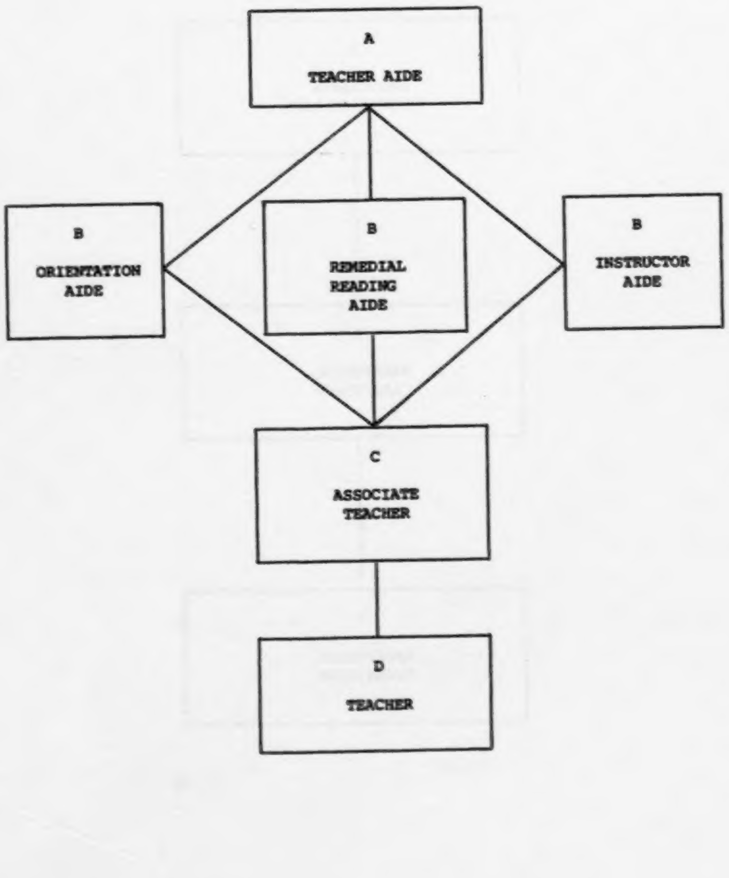

A
INTERVIEWER AIDE TRAINEE
B
INTERVIEWER AIDE I
C
EMPLOYMENT INTERVIEWER

MINNESOTA RURAL

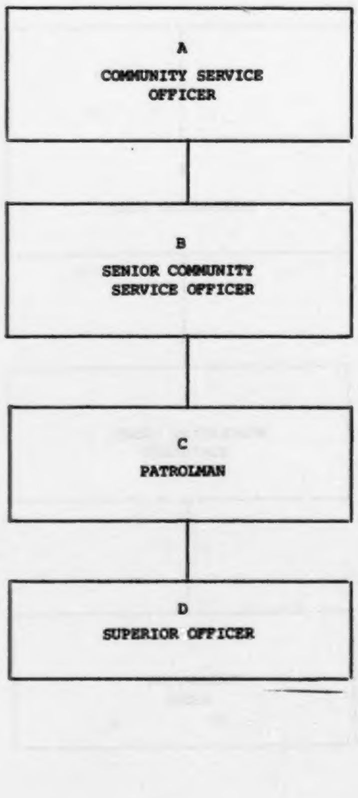
MINNESOTA DEPARTMENT OF CORRECTIONS


A
SPECIAL SCHOOLS COUNSELOR TRAINEE
B
INTERMEDIATE SPECIAL SCHOOLS COUNSELOR
C
SENIOR SPECIAL SCHOOL COUNSELOR

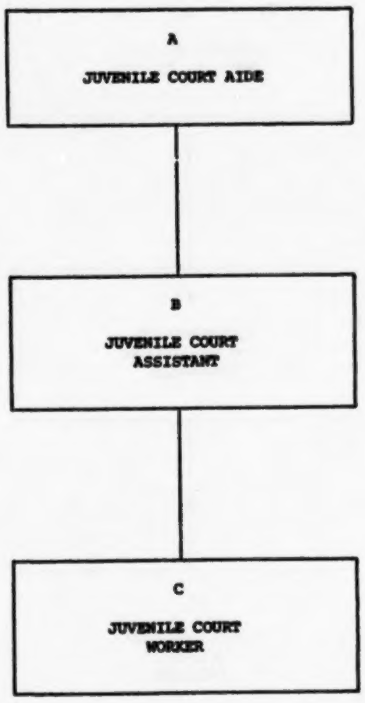
HOBOKEN, NEW JERSEY


A
TEACHER AIDE
B
ORIENTATION AIDE
B
REMEDIAL READING AIDE
B
INSTRUCTOR AIDE
C
ASSOCIATE TEACHER
D
TEACHER

HOBOKEN, NEW JERSEY

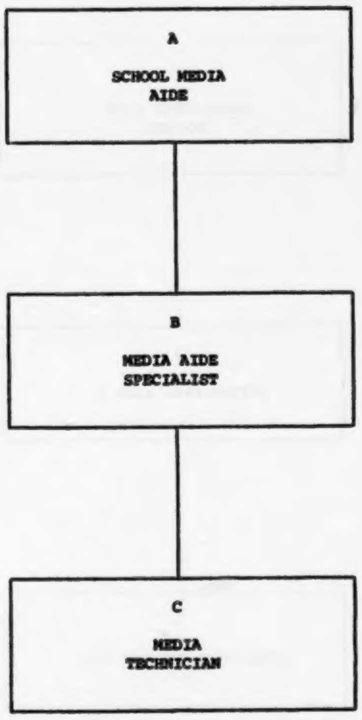

A
COMMUNITY SERVICE OFFICER
B
SENIOR COMMUNITY SERVICE OFFICER
C
PATROLMAN
D
SUPERIOR OFFICER

WINSTON-SALEM, NORTH CAROLINA


A
JUVENILE COURT AIDE
B
JUVENILE COURT ASSISTANT
C
JUVENILE COURT WORKER

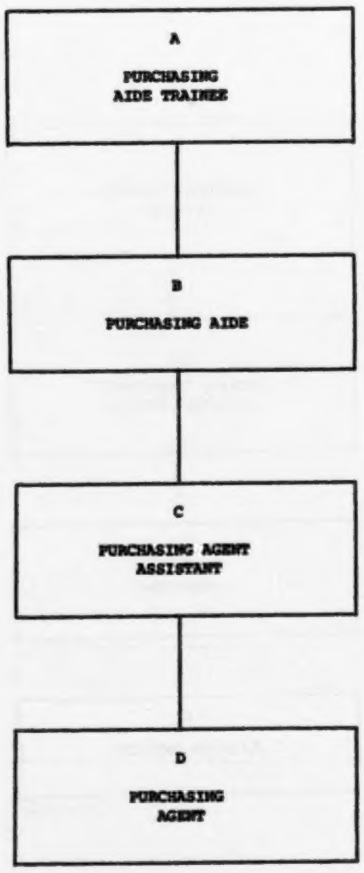
RALEIGH, NORTH CAROLINA

BOARD OF EDUCATION

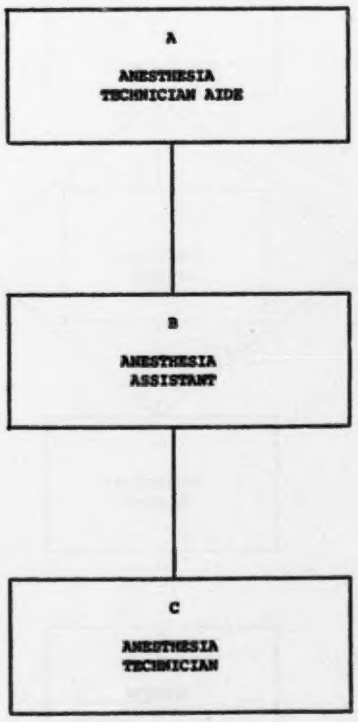

A
SCHOOL MEDIA AIDE
B
MEDIA AIDE SPECIALIST
C
MEDIA TECHNICIAN

HUNTSVILLE, ALABAMA

CITY PURCHASING DEPARTMENT

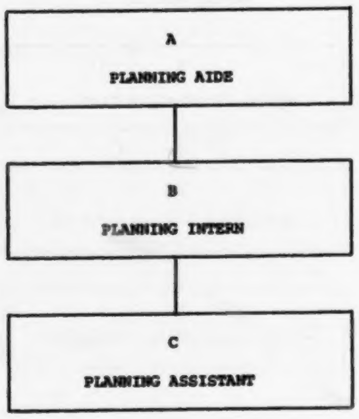

A
PURCHASING AIDE TRAINEE
B
PURCHASING AIDE
C
PURCHASING AGENT ASSISTANT
D
PURCHASING AGENT

HATO REY, PUERTO RICO


A
ANESTHESIA TECHNICIAN AIDE
B
ANESTHESIA ASSISTANT
C
ANESTHESIA TECHNICIAN

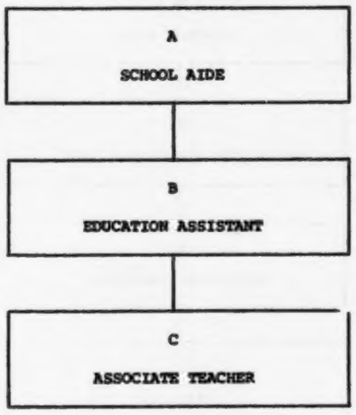
BRIDGEPORT, CONNECTICUT

HOUSING AUTHORITY

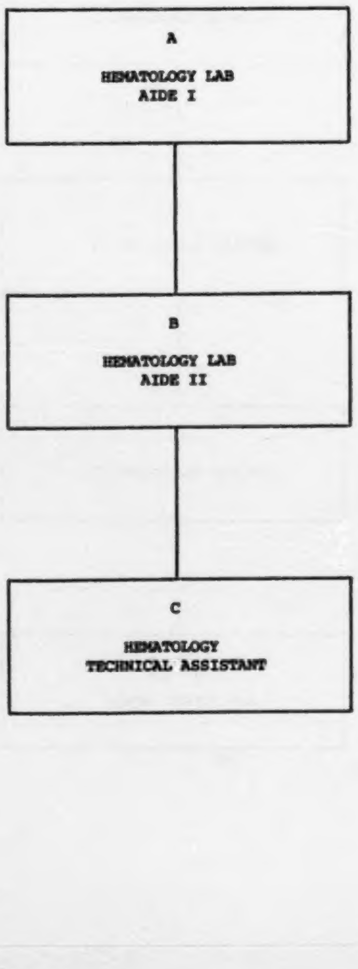

A
PLANNING AIDE
B
PLANNING INTERN
C
PLANNING ASSISTANT

BRIDGEPORT, CONNECTICUT

BOARD OF EDUCATION

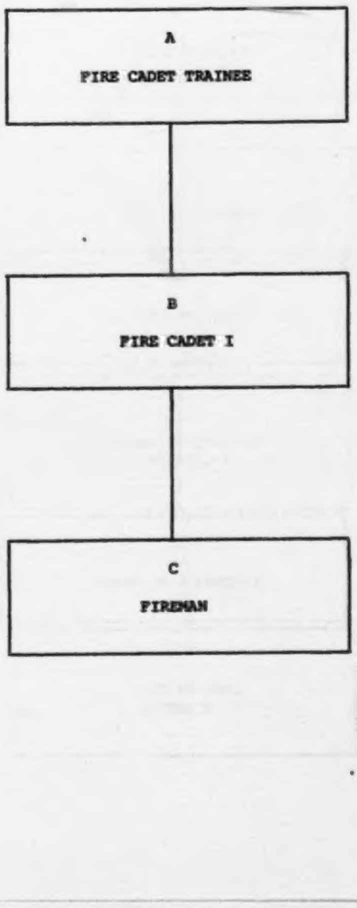

A
SCHOOL AIDE
B
EDUCATION ASSISTANT
C
ASSOCIATE TEACHER

BIRMINGHAM, ALABAMA


A
HEMATOLOGY LAB AIDE I
B
HEMATOLOGY LAB AIDE II
C
HEMATOLOGY TECHNICAL ASSISTANT

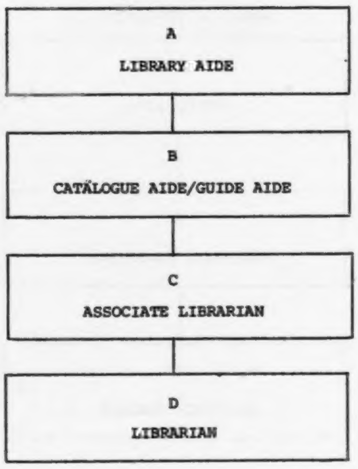
JACKSONVILLE, FLORIDA

CITY FIRE DEPARTMENT


A
FIRE CADET TRAINEE
B
FIRE CADET I
C
FIREMAN

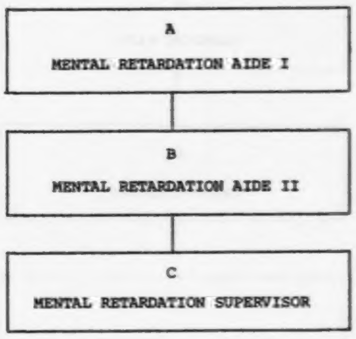
NEW HAVEN, CONNECTICUT

EDUCATION

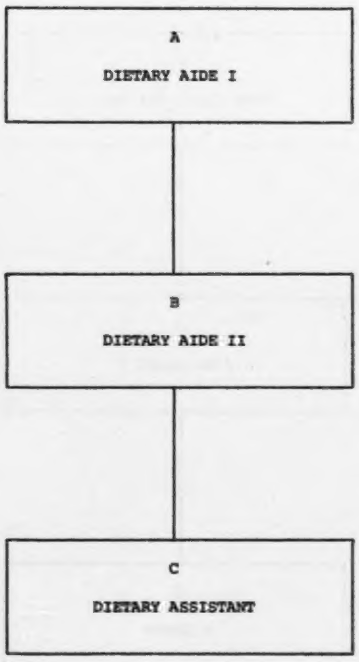

A
LIBRARY AIDE
B
CATALOGUE AIDE/GUIDE AIDE
C
ASSOCIATE LIBRARIAN
D
LIBRARIAN

NEW HAVEN, CONNECTICUT

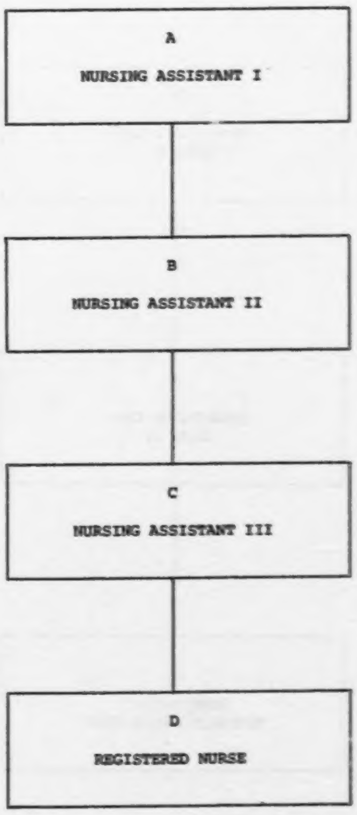
MENTAL HEALTH


A
MENTAL RETARDATION AIDE I
B
MENTAL RETARDATION AIDE II
C
MENTAL RETARDATION SUPERVISOR

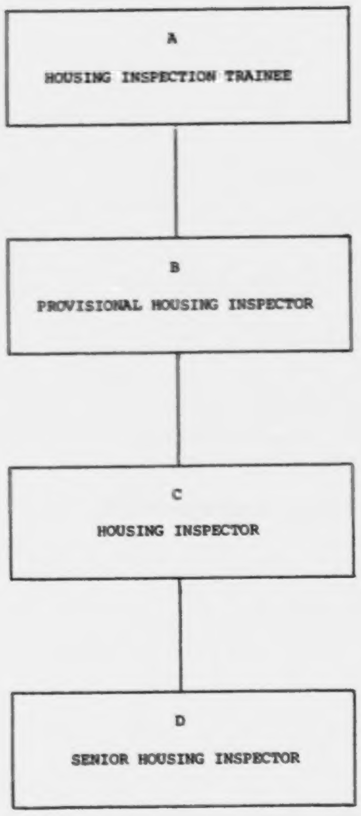
MANCHESTER, NEW HAMPSHIRE


A
DIETARY AIDE I
B
DIETARY AIDE II
C
DIETARY ASSISTANT

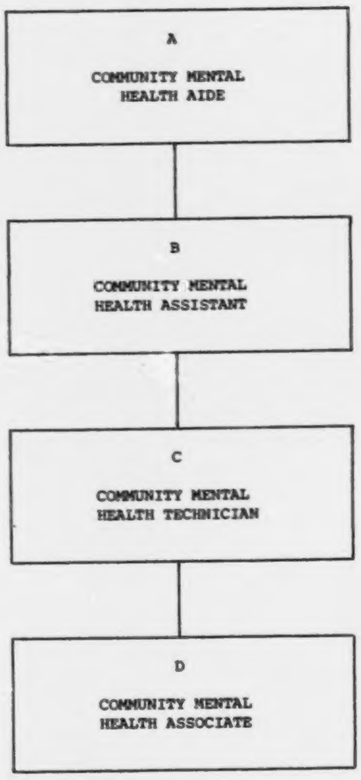
HARRISBURG, PENNSYLVANIA


A
NURSING ASSISTANT I
B
NURSING ASSISTANT II
C
NURSING ASSISTANT III
D
REGISTERED NURSE

BOSTON, MASSACHUSETTS


A
HOUSING INSPECTION TRAINEE
B
PROVISIONAL HOUSING INSPECTOR
C
HOUSING INSPECTOR
D
SENIOR HOUSING INSPECTOR

CAMDEN, NEW JERSEY


A
COMMUNITY MENTAL
HEALTH AIDE
B
COMMUNITY MENTAL
HEALTH ASSISTANT
C
COMMUNITY MENTAL
HEALTH TECHNICIAN
D
COMMUNITY MENTAL
HEALTH ASSOCIATE

APPENDIX VII

Variety of Human Service Jobs

The variety of human service jobs that projects have been able to develop is, in our opinion, very significant for the optimum provision of services in the human services spectrum of our economy. Tables I through VI show the types of human service jobs the projects have been able to develop since the beginning of the New Careers Program. These jobs represent more than 40 different projects. Hence, they are considered to be quite representative of the types of New Careers jobs being developed across the country.

TABLE I

EDUCATION

Entry-level Positions

School Aide

Teacher Aide

Visiting Teacher Aide

Educational Aide

Attendance Developers

School Generalist

School Media Aide

Library Aide

Child Development Aide

Instructor Aide

Day Care Center Aide

Vocational Rehabilitation Aide

Head Start Follow-Through Aide

TABLE I *(contd.)*

EDUCATION

Level II Positions

Teaching Assistant

Catalogue Aide

Guide Aide

Assistant Teacher Aide

Early Childhood Aide I

Education Assistant

Instructor Aide II

Teacher Aide II

Day Care Center Technician

Attendance Developer Aide

Associate Teacher

Library Aide II

School Aide

Library Assistant II

Library Helper

Child Care Supervisor

Child Care Assistant

Remedial Reading Tutorial Aide

Teacher Helper

TABLE I *(contd.)*

EDUCATION

Level III Positions

Teaching Associate

Associate Librarian

Associate Teacher Specialist

Early Childhood Aide II

Associate Teacher

Basic Education Instructor

Assistant Kindergarten Teacher

Day Care Supervisor

Attendance Developer

Teacher

Librarian

Library Assistant I

Counselor Associate

Library Guide Aide

Associate Teacher

Attendant I

Instructor Aide

Teacher Assistant

TABLE II

HEALTH

Entry-level Positions

Mental Health Aide

Nurse Aide

Therapeutic Aide

Health and Sanitation Aide

Community Health Aide

Psychiatric Aide Trainee

Mental Retardation Aide

Agriculture Inspector Aide

Medical Record Clerk

Dental Aide

Institutional Nursing Trainee

Psychiatric Research Aide

Occupational Therapy Aide

Ambulance Emergency Room Attendant

Hospital Library Aide

Behavioral Science Aide

School Health Aide

Psychometrist Aide

Central Supply Aide

Inhalation Therapy Aide

Radiology/Radio Therapy Aide

Hearing and Speech Therapy Aide

X-Ray Trainee

Hospital Food Service Trainee

Nursing (supportive) Processing Center Trainee

County Agricultural Extension Service Aide

Physical Therapy Aide

Hospital Aide

TABLE II *(contd.)*

HEALTH

Level II Positions

Psychiatric Aide II
Mental Retardation Aide II
Dental Assistant
Student Radiology Technician
Health Intern
Nursing Assistant
Assistant Inspector
Sanitation Aide
Practical Nurse Graduate
Registered Nurse
Licensed Practical Nurse
Nurses Aide II
Dental Aide II
Medical Record Clerk II
Medical Laboratory Aide
Physical Therapy Trainee
Scheduler
Diagnostic X-Ray Technician Trainee
Health Aide Trainee
County Extension Aide II
Nursing Assistant Trainee
Community Health Assistant II
Assistant Biological Aide II
Extension Home Economist Aide
Medical Laboratory Aide
X-Ray Aide
Medical Clerical Aide
Processing Center Aide I
Hospital Food Service Aide
Public Health Trainee I
School Health Aide II
Psychiatric Trainee II
Medical Unit Clerk
Medical Stenographer
X-Ray Technician
Hospital Librarian
Radiology Radiotherapy Technician
Pharmacy Technician
Operating Room Technician
Medical Unit Clerk II
Ambulance Driver
Mental Health Aide II

TABLE III

SOCIAL SERVICE

Entry-level Positions

Case Aide

Unit Aide

Tenant Relations Aide

Information Specialist Aide

Neighborhood Information Aide

Intake Clerk

Employment Aide

Community Service Aide

Boys Community Director Trainee

Family Service Counselor

Model City Aide

Urban Technician Aide

Management Trainee

Juvenile Rehabilitation Aide

Welfare Investigator

Relocation Aide

Rehabilitation Aide

Homemaker Aide

Credit Union Intake Aide

Community Development Specialist

Group Work Aide

Community Relations Officer

City Services Coordinator Aide

TABLE III *(contd.)*

SOCIAL SERVICE

Level II Positions

Community Organizer

Unit Advisor

Tenant Relations Intern

Neighborhood Worker

Youth Program Intern

Caseworker Counselor

Planning Intern

Assistant Counselor

Housing Aide

Community Relations

Senior Information Specialist Aide

Field Director Training Aide

Post Employment Training Program Aide II

Employment Service Aide

Assistant City Service Coordinator II

Family Planning Field Worker

Juvenile Court Assistant

Adult Service Aide II

Senior Welfare Investigator

Relocation Assistant

Counselor

Junior Recreation Leader

Interviewer II

Homemaker Assistant Counselor

Community Development Specialist Aide

Human Services Aide Assistant

Social Welfare

TABLE III *(contd.)*

SOCIAL SERVICE

Level III Positions

Housing Inspector Permanent

Tenant Relations Advisor

Employment Advisor

Assistant Youth Program Director

Personnel Counselor

Assistant Community Director

Adult Services Assistant III

Community Development Specialist

Senior Field Representative

Research Aide

Housing Manager

Social Service Aide III

Housing Aide III

Case Aide III

Community Program Director

Welfare Worker

Assistant Employment Interviewers

Detention Home Supervisor

Social Worker

Family Planning Field Supervisor

Public Welfare Worker II

Juvenile Court Worker

TABLE IV

LAW ENFORCEMENT AND PUBLIC SAFETY

Entry-level Positions

Legal Aide

Police Aide

Detention Aide, Correctional Aide

Matron Aide (Correctional Institution)

Juvenile Court Aide

State Police Aide

Patrol Officer Aide

Fire Cadet Trainee

Housing Patrol Aide

TABLE IV *(contd.)*

LAW ENFORCEMENT AND PUBLIC SAFETY

Level II Positions

Housing Inspector Provisional

Watchman (Housing)

Legal Investigator Aide II

Assistant Inspector (Housing)

Police Patrolman

Legal Aide II

Correction Aide II

Police Trainee II

Ambulance Driver

Juvenile Court Assistant

Fire Cadet II

TABLE IV *(contd.)*

LAW ENFORCEMENT AND PUBLIC SAFETY

Level III Positions

Special Police

Legal Aide Investigator III

Inspector (Housing)

Firemen

Patrolman or Policeman

Probation Aide II

Correctional Officer

Juvenile Court Worker

TABLE V

RECREATION AND ENTERTAINMENT

Entry-level Positions

School-Community Recreation Aide

Recreation Complex Manager Trainee

Recreation Complex Ground Keepers

Recreation Aide

City Recreation Aides

Recreation Leader

Community Recreation Trainee

Program Assistant Trainee

Gym Attendant

Television Producer Aide

TABLE V *(contd.)*

RECREATION AND ENTERTAINMENT

Level II Positions

Recreation Instructor

Junior Recreation Leader

Recreation Manager with Supervision

Recreation Aide I

Recreation Leader II

Recreation Facility Attendant

Recreation Center Director

Recreation Complex Manager Aide

Assistant Recreation Therapist

TABLE V *(contd.)*

RECREATION AND ENTERTAINMENT

Level III Positions

Recreation Supervisor

Community Recreation Supervisor

Recreation Leader

Recreation Worker

Associate Recreation Leader

Recreation Therapist

TABLE VI

OTHER NEW CAREERS JOBS

Entry-level Positions

Forestry Aide

Draftsman Aide

Key Punch Cperator

Clerk Typist Trainee

Custodian Management Aide

Cafeteria Management Aide

Warehouse Management Aide

Business Trainee I

Research Analyst Aide

TABLE VI *(contd.)*

OTHER NEW CAREERS JOBS

Level II Positions

Forest Worker

Extension 4th Program Aide

Agricultural Extension Aide

Economic Development Aide II

Draftsman

Psychometrist

Business Trainee II

Clerk Typist I

Cafeteria Management Aide II

Custodian Management Aide II

Warehouse Manager Aide II

Research Analyst Assistant

TABLE VI *(contd.)*

OTHER NEW CAREERS JOBS

Level III Positions

Forest Aide III

Business Aide

Country Extension Associate

Economic Development Assistant

Clerk Typist II

Cafeteria Manager

Warehouse Manager

Draftsman

Research Analyst Associate

APPENDIX VIII

Training and Education Costs Associated With New Careers Programs

City	Contract Cost	Number of Enrollees
Nashville, Tenn.	$ 67,000	140
Birmingham, Ala.	131,000	360
Omaha, Neb.	102,000	119
Miami, Fla.	5,000	330
Springfield, Mass.	32,000	75
Bridgeport, Conn.	21,824	75
Jacksonville, Fla.	70,000	85
Charleston, S.C.	30,000	172
Knoxville, Tenn.	90,000	200
New Haven, Conn.	71,324	56
Cleveland, Ohio	217,400	410
TOTAL	$837,548	2,022

COST PER ENROLLEE: $414.23